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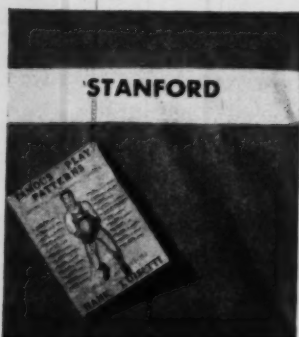
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SCHOLASTIC COACH

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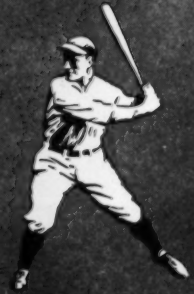


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DECE

Is the T over-rated?

THERE'S no getting away from it. The T, we mean. Start talking football and before you can say Doc Blanchard, someone will be carrying the T around end.

Probably the nicest Yuletide gift we could give you harassed football coaches would be a nice big package of (DD)T powder to sprinkle liberally over your T enemies.

No matter how you spice it, the T remains a very pestiferous dish. We've heard, and read, any number of pontifications on how the T can be beaten—by a 4-4-2-1, overshifted and undershifted alignments, looping lines, etc. But nobody has yet come up with a solid over-all defense.

Eventually the T will be neutralized. That's always been the case with new offenses. But it's going to take time.

Remember, the T is still in its infancy. Few of the coaches teaching it have had the benefit of playing under it. Most of them have had to learn it themselves—through books, magazines, coaching schools, and from other coaches.

DESPITE the great popularity of the T, many of our big-time coaches, even the ones employing the formation, are not exactly s-T-arry-eyed.

Red Blaik, the Army generalissimo, for example, frankly states that he will stick to the T just as long as he has the material for it; that when the defense catches up, he won't hesitate to switch to the single wing or any other system adapted to his personnel.

George Munger is doing quite nicely with his single wing at Penn. While his boys occasionally T up, George makes it clear that they do so just as a change of pace. The main reason for his use of the T, George states, is to familiarize his players with the formation so that they can better cope with it on defense.

Pop Warner, the greatest formation inventor the game has ever known, makes no bones about his dislike of the T. From California,

where he is living a well-earned life of leisure, he writes us:

"I have been seeing a lot of football this fall, both pro and college. I don't like the T so much. I really believe the single and double wings—especially the latter—are superior formations.

"I also believe that eventually there will be a reversion to the wingback system. Football is developing into a passing game, and the double wing is ideal for forward passing—four men being in position to go down quickly on passes. Your passer is farther back and he has more time to look over his receivers and throw the ball."

FROM a spectator viewpoint, we've always liked the T. The Shaughnessy-Jones - Halas "baby," with its men in motion, quick openers, laterals and end sweeps, makes for colorful, exciting football.

From a scientific standpoint, however, we believe the T is overrated. Take the great T teams of the past—the Chicago Bears, the Stanford Rose Bowlers of 1940, Frank Leahy's Boston College and Notre Dame teams, and Army of 1944-46.

Each had a great plunging fullback, swift halfbacks, a forward passing sharpshooter at quarter, and a powerhouse line. These teams could have used a formation compounded of cream-puffs and jello, and still murdered their opposition. Can anybody name just one T team that compiled an outstanding record with only modestly talented performers?

We also believe that our high school coaches have been oversold on the idea that the T is "easy" to teach. What about all that ball-handling and faking in the backfield? If that's easy to teach high school boys, we'll eat the law of relativity.

And don't tell us you can get by with a modicum of ball-handling and faking. The T without this deception is about as powerful as root beer.

Most of the high school T's we've

seen have functioned with a painful clumsiness.

RIGHT now our coaches are furiously experimenting with T defense. As we mentioned previously, no sure-fire defense has been perfected as yet. But some significant developments can be reported.

The N. Y. Giants, for instance, scuttled the Chicago Bears by constantly shifting defenses and "doing a job" on quarterback Sid Luckman. The Giant ends rushed Sid to death, giving him scant chance to get set on his passes.

Another Giant lineman was deployed in front of the Bear center, with orders to uproot the guy and get in at Sid. He did plenty of both.

We believe, along with Pop Warner, that the T is an inferior pass formation. The quarterback must fake first, then fade with his back to the line. Upon arriving at a safe distance to the rear, he must turn and quickly spot a receiver.

That's a tough order, especially for a high school boy. And when he has a couple of big linemen bearing down on him, it can be murder.

Columbia found that out against Cornell. The Big Red ends gave the Columbia quarterback a hard time. Again and again they swarmed in on him, dragging him down for huge losses. Sure this type of end play requires some smart covering up by the secondaries. But it can be done.

That Notre Dame-Army scoreless tie proved a field day for the ends. Both Lujack and Tucker, as fine a pair of throwers as you can find on any gridiron, were constantly harassed by the swift-charging wings.

Perhaps the most trenchant anti-T episode of the year occurred in the Philadelphia-Washington pro game. The Eagles, a T team from 'way back, came out for the second half trailing by 21 points.

In this "hour of darkness," the Eagles booted their T out of the park and converted to single wing. It paid off with 28 points, enough to win the game.

(Concluded on page 39)



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BASKETBALL EQUIPMENT

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by MAX COOK

A Seven-Step Motivation Program



THERE are as many different approaches to basketball coaching as there are coaches. Anybody who has been around for any length of time soon develops an individual methodology.

Speaking for myself, I employ a seven-step program. These seven steps are not actual coaching methods as much as they are motivation devices. Through experience I have discovered they develop a greater interest in the game among players, students and fans alike.

Step 1, Ability Test. One of my first steps is a testing program on coordination, reaction time, passing and receiving, and jumping. A boy with natural talent along these lines will respond to coaching and will easily learn the other fundamentals.

I give the following tests to all freshmen.

The props for the reaction test consist of three red, white and blue cups about ten feet apart in the center of the floor. The player sets up with his back to the cups about 25 feet away. In his hand is a coin.

At a signal, he wheels and runs toward the cups. When about 10 feet away, he is commanded to drop the coin into a certain cup. Twelve attempts are made. The total time taken represents his score.

In the coordination test, the player jumps rope. He starts on a signal and jumps 50 times. The time taken counts as his score.

For passing and receiving, the

BOXER'S STEP

Except in emergency situations, crossing the feet remains a cardinal defensive sin. The best way to cover a moving opponent is with a boxer's step. This assures good balance and facilitates quick changes of direction.

In these pictures, No. 6, the guard, does a neat job of covering a dribbler by expert use of the boxer's step. Keeping one arm out and one up to hamper any passes, he moves along with his man, never crossing his feet. Three shuffle slides are shown—right foot moving up to left, left sliding out, right moving in, and the left moving out again. The guard is perfectly balanced, ready for any sudden breaks by his opponent.

From "Defensive Footwork in Basketball," produced by Encyclopaedia Britannica Films, Inc.

In his eight years of basketball coaching at three high schools, Max Cook, who has just taken over at Jersey Shore (Pa.) High, has won 173 out of 205 games and annexed five championships. He attributes his success in part to seven interesting motivation devices.

player stands five feet from a wall and strikes the ball 20 times against the wall, catching it as it comes off and whipping it forward again. His time is considered his score.

The jumping test is administered by placing a chalk mark on the wall six inches above the reach of each player. On the signal, the player takes 15 jumps trying to reach the mark. Again the elapsed time represents his score.

After the completion of these tests, the four scores are totalled and the final sum represents the player's ability index. The boys who make the highest indexes are eligible to join the Master Key Basketball Club.

Step 2, Master Key Club. The purpose of this club is to practice the most important skills at least one evening a week during the school year, and to develop a greater interest in the game.

Membership is open to all boys who scored high in the tests. In addition, they must have a C average for the current year in three-fourths of their major subjects and must have good character.

The first requirement is to learn to sink eight out of 10 free throws.

The club member is then entitled to work for higher degrees. The three degrees offered are the Wisconsin Degree, the Indiana Degree, and the Northwestern Degree. At the completion of these degrees, a certificate is issued to the member.

The requirements of the degrees are as follows:

Wisconsin Degree

1. Chest pass to a teammate 100 times in succession without losing control of the ball.

2. Bounce pass to a teammate 50 times in succession without losing control of the ball.

3. Skip pass 75 times in succession to develop coordination.

Indiana Degree

1. Dribble low for one minute, changing pace and direction, without losing control of the ball.





2. Fake to one side and dribble to the other, both facing the basket and with back to the basket—making ten good fakes each way.

3. Make four pivot shots out of six attempts.

Northwestern Degree

1. Make a shot from the corner and each angle without missing.

2. Pass accurately from one end of the floor to the other at least three times in succession.

3. Make 10 dribble-in shots in succession.

4. Make a round of the "key hole" without missing a shot.

The club derives its name from this latter requirement. The seven key spots around the lane are: directly under the basket (right and left); intersection of parallel line and circle (right and left); each end of free-throw line outside circle; and back of circle.

Before working toward an advanced degree, the member must prove he has mastered all the requirements of the previous degree. After all the degrees have been attained, the member may work on advanced assignments given by the coach.

Step 3, Shooting Meets. The most important fundamental is shooting and the best way to learn to shoot accurately is through competition.

The competitive angle I use is a shooting meet. The idea is to sink goals from the five key set-shot spots on the floor: the two corners, behind the circle and at left and right angles 20 feet out from the

basket between the sideline and circle.

Each team is composed of ten men, each of whom takes five shots from the designated positions. In addition, each shooter takes 15 free throws, making a total of 40 shots.

The team score is determined by totalling the successful shots and dividing by the number attempted.

This contest offers a swell opportunity for inter-school competition. Each school may take its shots on its own floor, then mail the results to a central judge or committee, or to each of the competing schools. These meets-by-mail give the boys a real thrill, especially if the competition embraces schools from other states.

Step 4, Intramural League. Many boys with fair ability may fail to score high on the tests. This potential talent may be developed in intramural competition.

Our league is divided into Junior and Senior sections. The Junior section is composed of teams from the freshman and sophomore classes, while the senior section embraces teams from the two higher classes.

The intramural games consist of 15 minutes straight playing time. While the officials call fouls as they see them, the free throws are not taken. The opponents are awarded an automatic point, the ball is taken out of bounds, and the game continues.

The 15-minute playing time allows us to complete more games, while the automatic point award

encourages the proper cautiousness.

At the end of the season, awards are presented to the winners of each league.

Step 5, Bowl Game. Every year I conduct some type of basketball celebration to top off the season.

When I was coaching at Tyrone, we had an annual Paper Bowl Game which tied in nicely with the city's chief industry—the manufacture of paper. Each year we invited a different team as our Bowl opponent.

The trophy award for the winner was a miniature bowl surrounding a basketball court. The bowl (stands) was made from paper pulp, on each side of which was a miniature pennant representing each school. The trophy was made by our Art and Vocational departments.

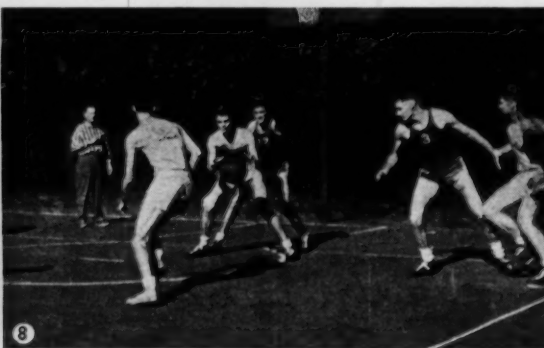
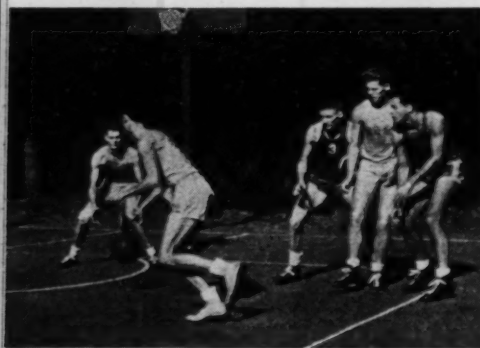
A dedication service was held at intermission. One year a service flag was dedicated to the athletes in service. Another year a memorial service was held for the coaches from both schools in service.

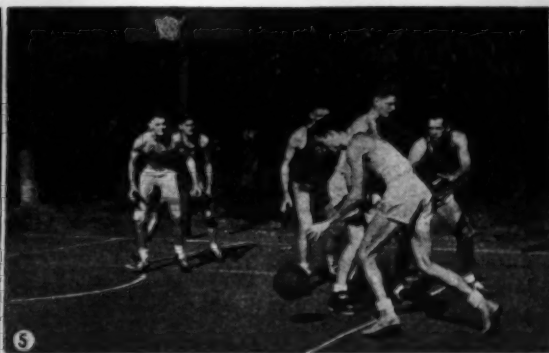
Special programs, cheerleaders, a Bowl band, decorations, novelty paper hats and noise makers lent glamor to the event and helped make it a bouncing success.

At the conclusion of the contest, the trophy award was made, after which the students of both schools joined in a Paper Bowl Dance.

We had no trouble finding opponents for the Paper Bowl affair. Several schools regularly put in bids for the game.

This one big highlight on our basketball schedule paid big divi-





dends. It attracted the attention of fans from the entire region. The whole program was run by our student body.

Step 6, Basketball Clinic. Another highlight of my basketball program is a clinic. Not only the coaches but their entire squads are invited. The clinic runs for one day with an outstanding college coach as instructor. The clinic is free. All coaches and players are our guests.

Step 7, Question Box. I always give my squad the opportunity to voice their opinions and suggestions through a question box. Any player may make suggestions, introduce new methods or help plan the program.

The value of motivation devices in basketball is substantiated by Everett S. Dean, Stanford coach, in his text, *Progressive Basketball*.

"I am a firm believer in using a variety of teaching media, not only for the purpose of getting over your ideas better to a larger number of players, but to make your teaching more stimulating and interesting.

"If the subject matter is presented to a player in different forms or through different media, there is little doubt that he will learn it much quicker and better. The different approaches will give him a better idea of the objective". . .

"A good set of fundamental drills, for example, have a decided psychological relation to the morale and attitude of the squad. It is a phase of the coach's work that demands keen, intelligent planning."

Screen, Roll and Layup

PRETTY is just the word for this three-man play taken from the Encyclopaedia Britannica Films' new 16-mm. reel, *Ball-Handling in Basketball*. Five essential offensive fundamentals are involved—faking, passing, screening, cutting and rolling.

The initial ball-handler starts the play with a fake to the post (1). He then slips the ball to a teammate at the side

(2) and follows his pass (3). The receiver fakes first a shot (3) then a dribble down the side (4). This gives the passer time to set up a screen on the receiver's guard (5). The receiver dribbles around the screen, taking one long bounce (6). As the ball rebounds into his right hand, he bounce passes into the post (7)—a deceptive device that masks the play. Note how the post man moves up and over to assure the safe arrival of the pass (5-7).

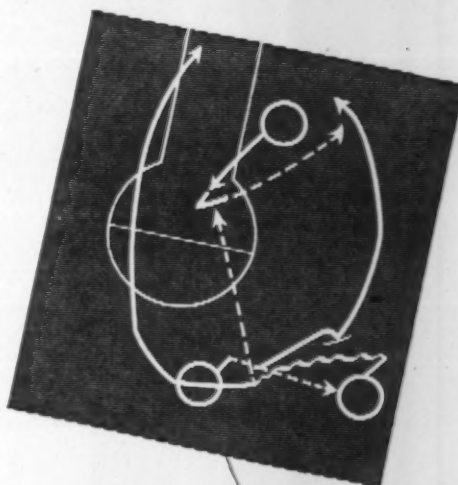
The feeder then cuts around the post, who fakes a return pass (9). Meanwhile the screener rolls down the other side

(8-11), takes a short flip from the post and lays up the ball beautifully. The success of this play may be attributed to two neat pieces of offensive work—first, the nice roll of the screener (eventual shooter) and, second, to the fake of the post which prevented his guard from switching.

The roll, a strangely neglected offensive weapon, is shown to excellent

advantage in this sequence. Watch the roller carefully in pictures 7 and 8. In No. 7 he has already cut off his teammate's guard. His own man (No. 3 in dark jersey) correctly switches to the dribbler. This is the cue for the screener to roll toward the basket, which he does in No. 8. Since the screened opponent is in front of him, the

roll throws the screener into the clear. A nice head's-up defensive move is performed by the defensive man at the far left in picture No. 11. Since his man obviously is out of the play, he slacks off to cover the loose cutter. (See picture No. 12.)



Sequence from "Ball-Handling in Basketball," produced by Encyclopaedia Britannica Films, Inc.



The Fast Break

by EVERETT S. DEAN

One of the greatest basketball coaches of the era, author of the text, *Progressive Basketball*, Everett S. Dean is now professor of passes and dribbles at Stanford University.



INASMUCH as the fast break offers the quickest and easiest way to score, Stanford uses it whenever the opportunity presents itself. In building our fast-break attack, we are guided by 20 rules.

1. We must have good fast-break material—at least two big back-board men, at least three fast men, and several good ball-handlers.

2. Every player must *react quickly* to the transition from defense to offense and vice versa.

3. *Think* fast break *all the time*.

4. Recognize fast-break opportunities as they happen, not *after*.

5. Look for fast breaks on all jump balls, outside balls and defensive rebounds.

6. The most effective fast breaks develop from interceptions.

7. On defense converge on the board to assure the rebound.

8. Play the boards very aggressively.

9. Make the outlet pass to zones on the side and occasionally down the middle when open; use the driving dribble down the middle.

10. The outlet pass should be high to lessen interceptions.

11. Don't dribble in the defensive court unless necessary.

12. Maintain good floor balance.

13. Keep the ball in the middle (see diagrams).

14. The middle man should dribble from the center of the floor to the foul ring to suck in the defense.

15. Look for the trailer behind the foul ring. He will be open more frequently than the other players.

16. The side men should always be a few feet ahead of the ball. This facilitates the middle man's job.

17. Bounce passes are recommended in the offensive court, especially when the area is congested.

FAKE AND SHOT

The quickness with which the one-hand shot may be launched makes it a potent weapon against a leeching guard. In this sequence, the white-jerseyed player receives the ball close to the basket and looks for his shot. His guard is playing him closely, so he fakes a drive down the sideline, recovers rapidly and, before the guard can close in again, pops up the ball.

From "Defensive Footwork in Basketball," produced by Encyclopaedia Britannica Films, Inc.

18. *Don't force* the pass at the end of the break. The ball does not have to go through. If the men ahead are covered, pass back to the trailer. Keep that ball!

19. Stop-look-pass-shoot.

20. Haste makes waste; avoid careless play.

After carefully digesting these 20 points, a coach can apply them to the accompanying fast-break styles. I say "styles" because different coaches employ different formations.

Some coaches use a straight three-lane attack; others prefer a cross-over offense, and some a dribbling fast break in any formation as long as the boys get there.

The first style of fast break is the four-man rush (**Diag. 1**). This is a good type of offense where the center and guards are active enough to participate in the break.

The ball can be put in play by 1 with a pass to the middle man (3) or with a hard-driving dribble down the center, followed by a pass at the first opportunity.

This plan is simple, fast and effective.

Some coaches prefer the pattern outlined in **Diag. 2**, especially if they have a big center whom they don't like to use in the middle.

The ball is put in play by 1, who passes to the forward (5) on the side. The receiver passes to the opposite forward (4), cutting to the mid-floor as the middle man. The other side lane is manned by 2.

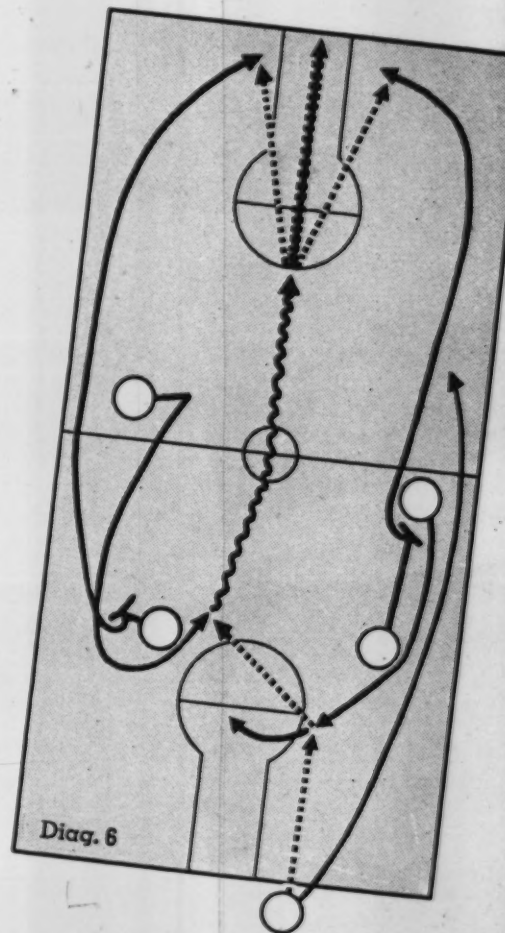
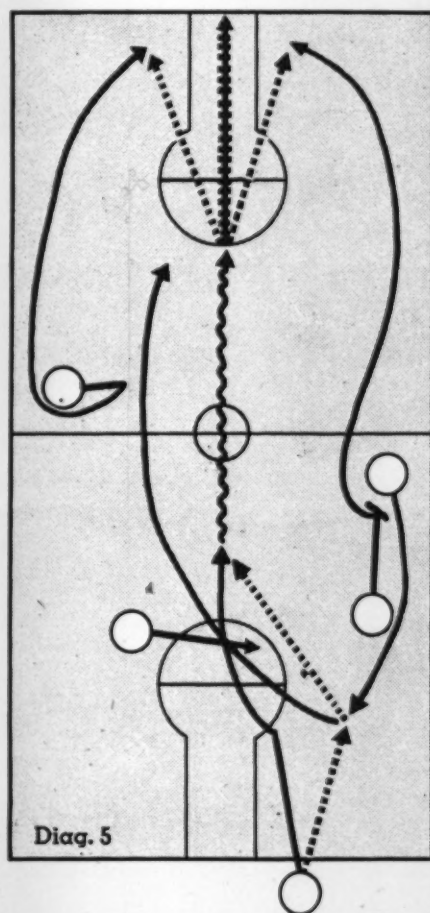
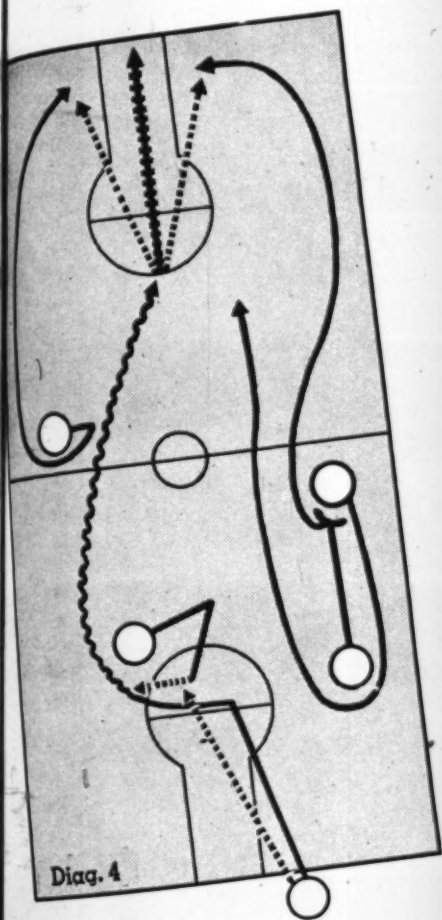
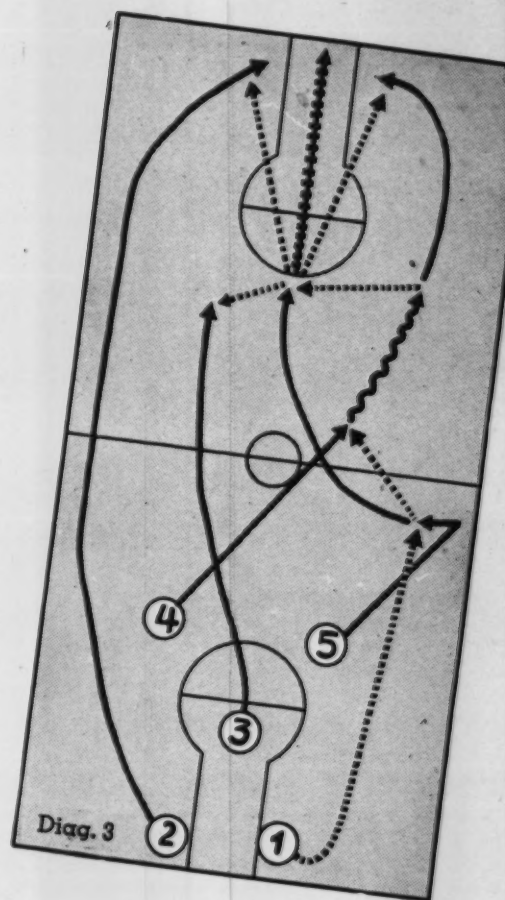
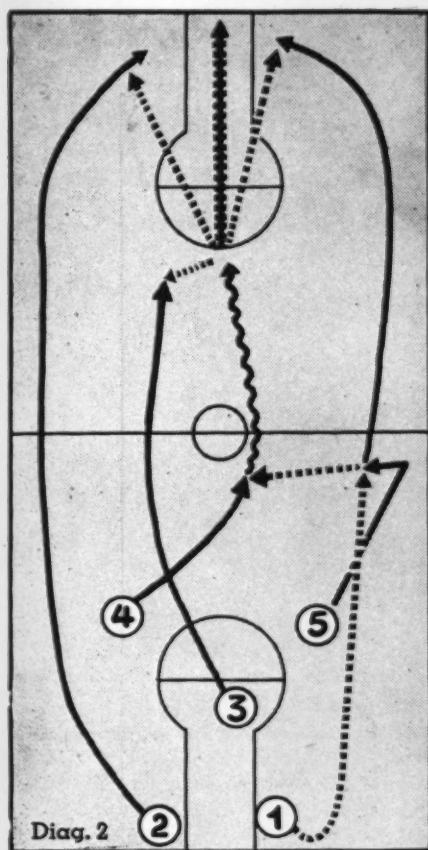
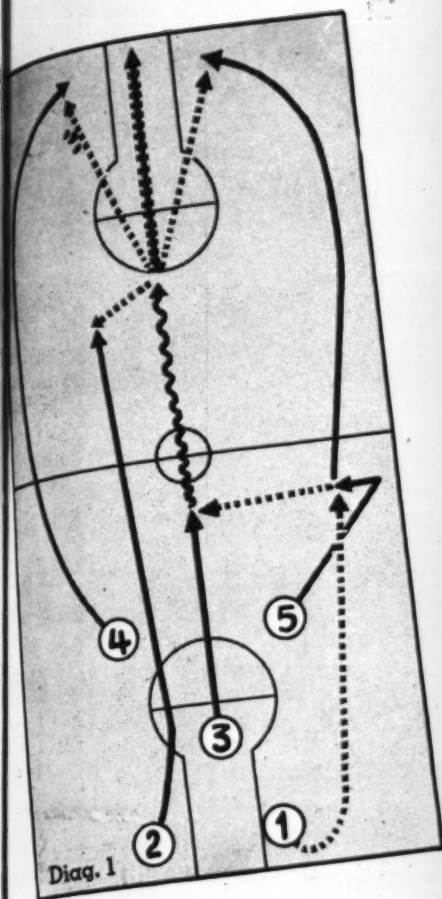
Keep in mind that the center starts the fast break along with either guard. The other guard takes the place normally occupied by the center (middle).

Another form of fast break is outlined in **Diag. 3**. This is predicated on the cross-over.

There is still another type of fast break which has many formations and is very effective. It is employed against the *pressing defense*—where the opponents are covering all over the floor.

Diags. 4, 5 and 6 illustrate some of the formations we use against the press, not only to maintain possession but to start a fast break.

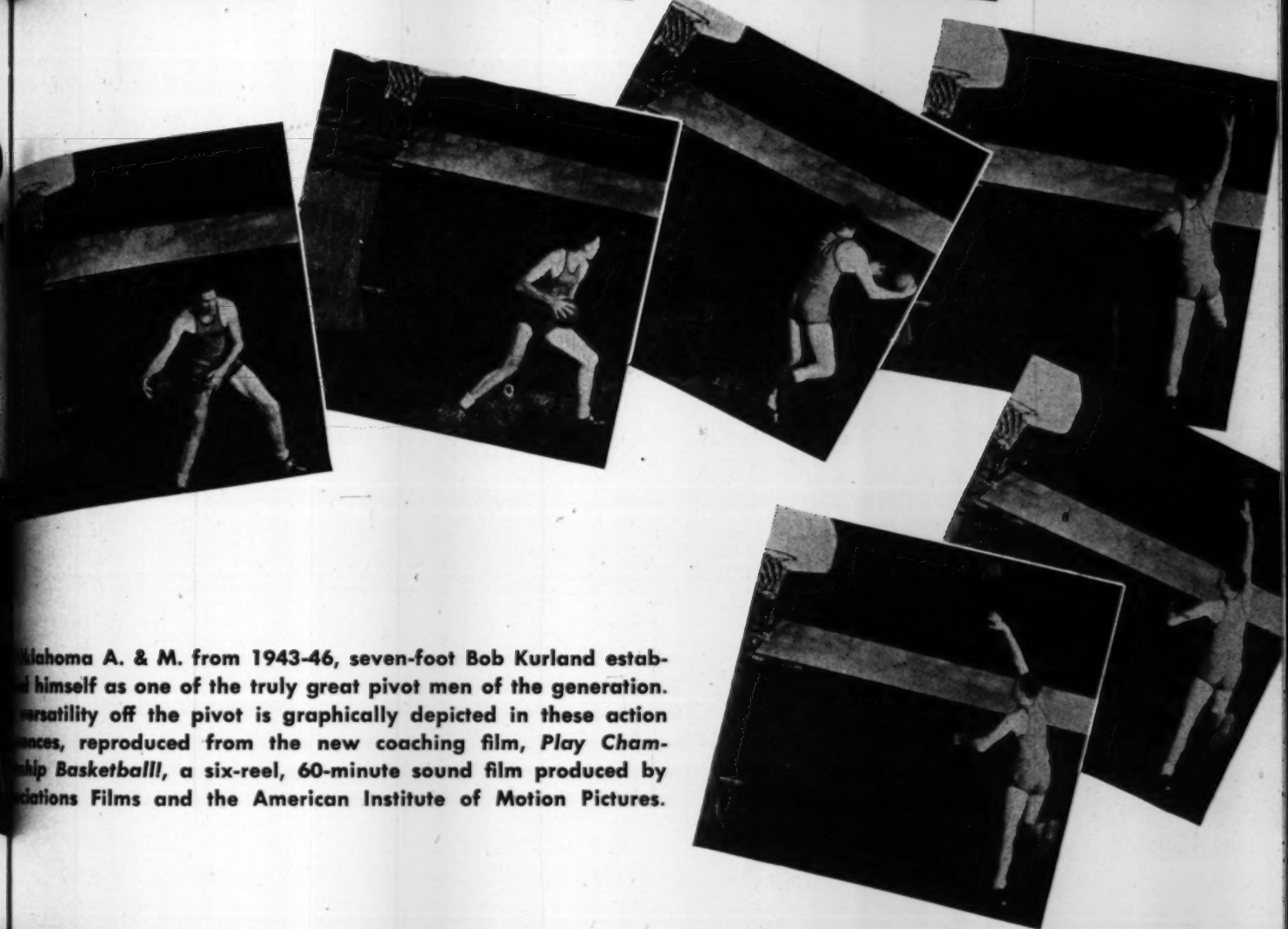
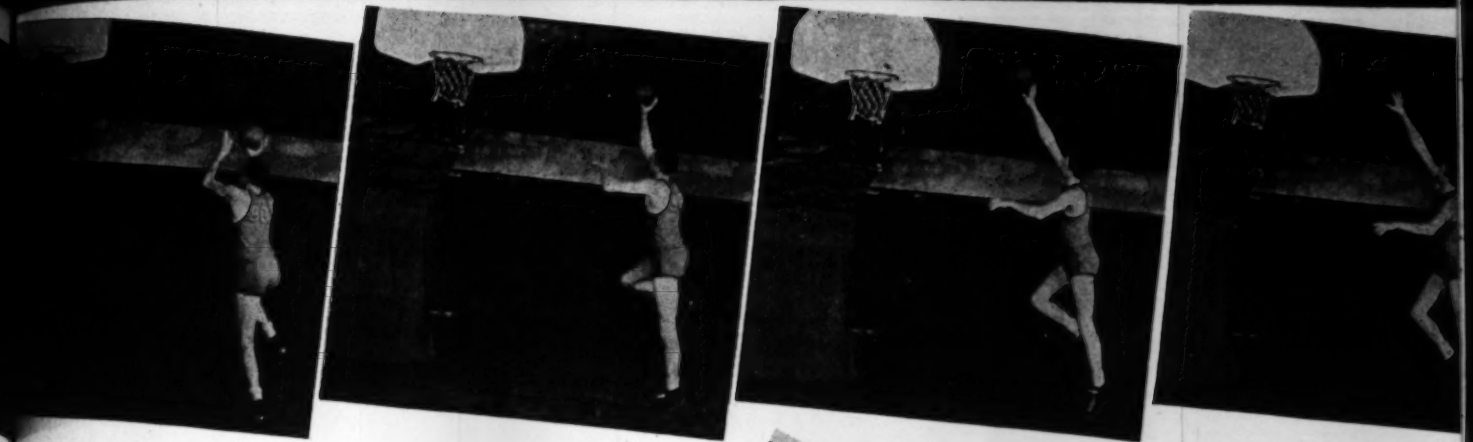
It is extremely important to prepare a team for defensive surprises. Every team should take the floor thoroughly prepared to cope with any of the principal defenses—man-to-man, zone and press. This calls for two coaching responsibilities—good team organization and plenty of sound practice.



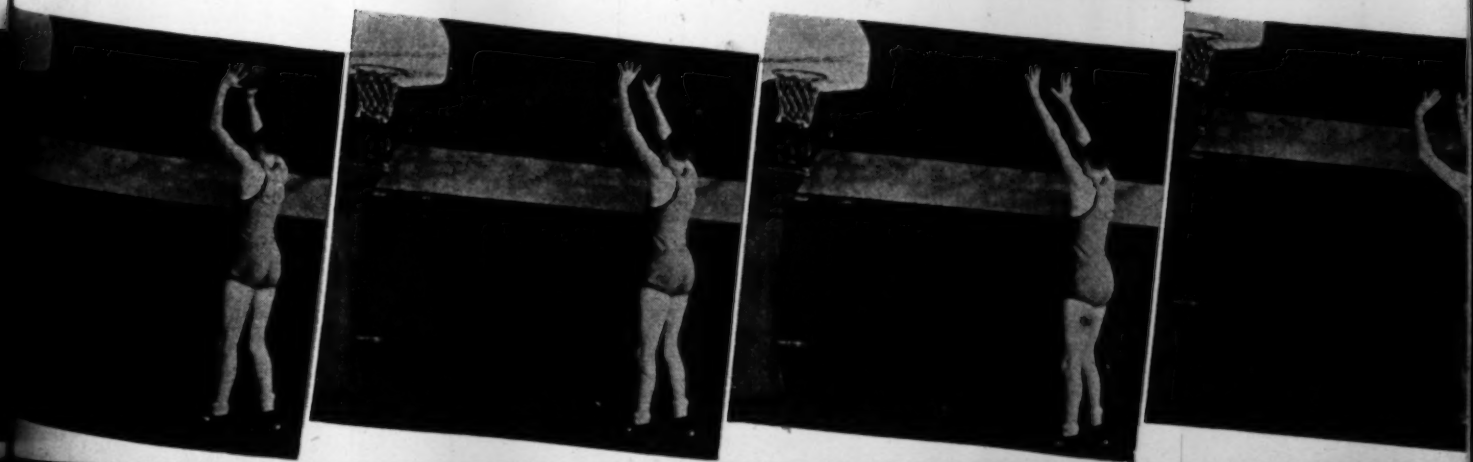


BOB KURLAND on the PIVOT

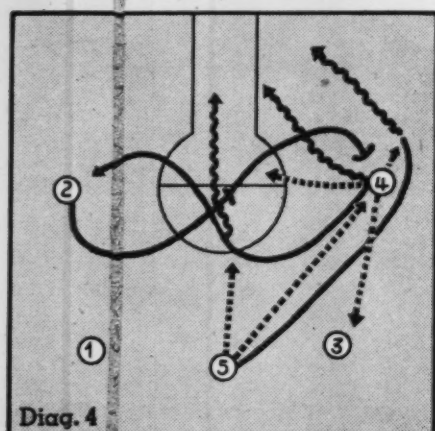
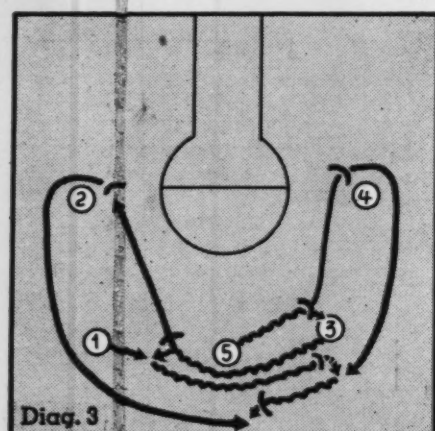
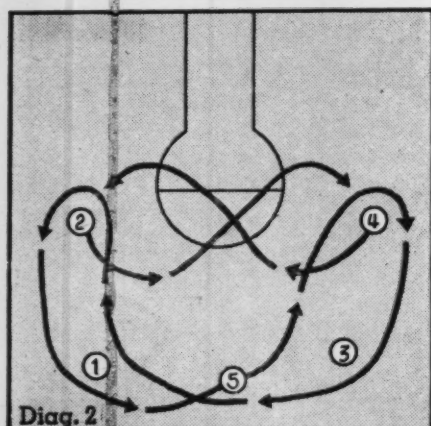
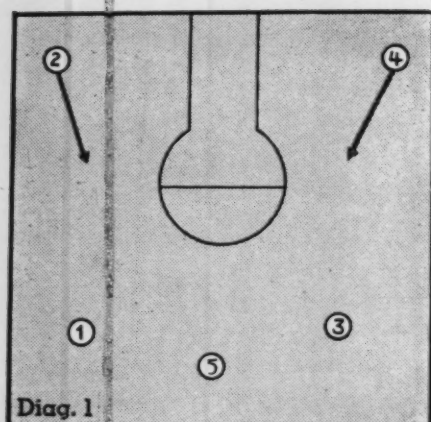
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Oklahoma A. & M. from 1943-46, seven-foot Bob Kurland established himself as one of the truly great pivot men of the generation. His versatility off the pivot is graphically depicted in these action sequences, reproduced from the new coaching film, *Play Championship Basketball*, a six-reel, 60-minute sound film produced by National Film and the American Institute of Motion Pictures.



When THE PLAY is the Thing



THE trend in modern basketball is away from set position play (guard, forward and center). Once the

ball is put into play, every man becomes a forward (offense) or a guard (defense). The relative positioning of the players depends upon their height, speed, passing ability, shooting ability, and defensive skill.

Diag. 1 outlines the fundamental starting positions for the Figure-8 weave—the beginning of the “slow-break” method of working the ball in. Players 2 and 4 should be the tallest men on the team, while 5 should be the play-maker.

Nos. 2 and 4 drop back almost to the corner and come out to post positions when the ball enters the front-court. If the defense isn’t set, they may come out fast and set up a pivot. When covered, they move slowly.

Diag. 2 shows the double Figure-8 weave. Nos. 2 and 4 weave across the bucket and set up screens, while 1, 5 and 3 weave a figure 8 down around the posts and back up the sides.

Diag. 3 illustrates how the screens automatically unfold. No. 5 dribbles or passes to 3 and screens X3 momentarily; then goes down around the post. From there he returns up court and repeats the maneuver down the other side.

Meantime, 3 has either dribbled or passed in the opposite direction over to 1, who is moving slowly toward him. No. 3 screens for 1 and goes down around post 2 and up again as 5 did on the opposite side.

This is the second of two articles by I. Stanley Corb, former West Chester State Teachers College star.

By then, 1 is doing the same thing and giving the ball to 5 who has come back up.

At the same time, 2 and 4 are moving in figure-8 fashion, constantly changing their post positions after momentary pauses.

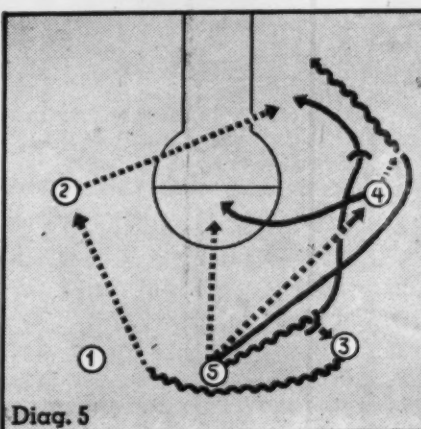
Diag. 4 shows some of 4’s possibilities in the post position. He may screen for 2 at the opposite post; receive the ball from 5 and feed to 5 either inside or outside; or feed 2.

If his guard is screened out, 4 may dribble in himself. Another possibility is to drive off 2, acting as screen, and receive a pass from 5. If 4 is stuck with the ball, he passes out to 3, who immediately re-initiates the weave.

Diag. 5 delineates No. 5’s options. He may pass to 4 and use him as a pivot and screen; or feed 4 on a cut. If he dribbles or passes over to 3, he screens for him, then for 4, and returns up the side to continue in the play. If post 2 has received the ball from 3, 5 may take a pass from him and drive for the basket.

The screens and plays are not set up deliberately. If the players move in the designated paths and work together long enough, the situations evolve by themselves. Planned plays prove too difficult for beginners and are too easily solved by experienced opponents.

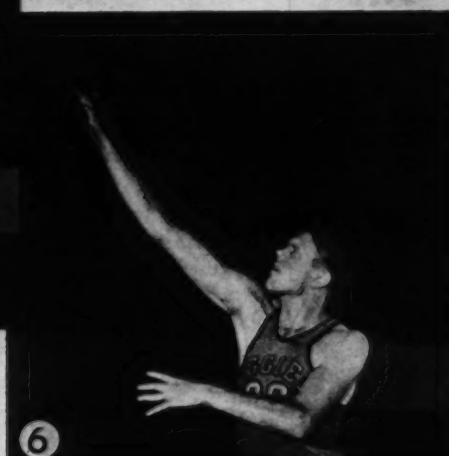
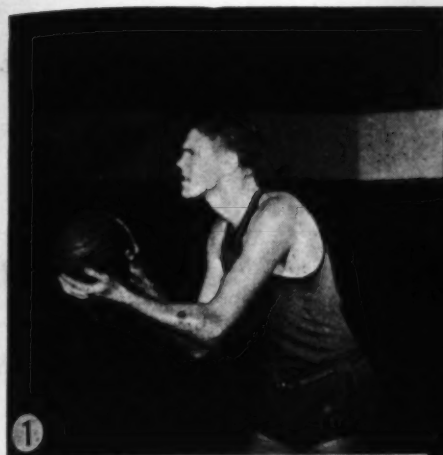
Diag. 6, offers a fast break pattern. Nos. 2 and 4 should be adept at quick, long passes and should be

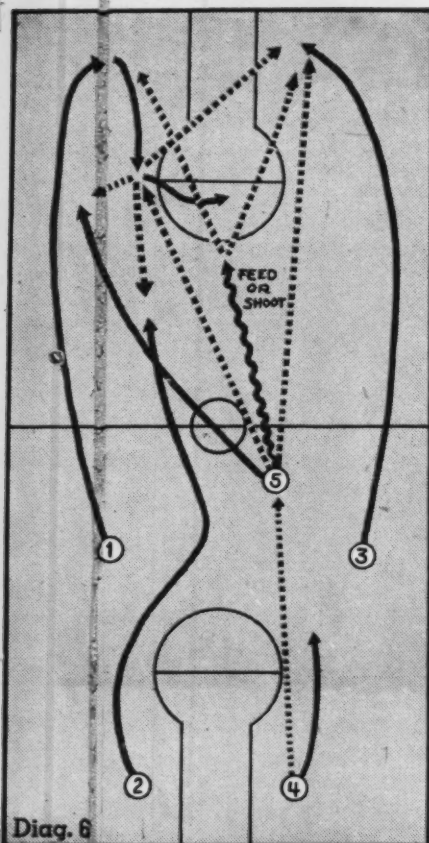


ONE-HAND SHOT

In this sequence from *Play Championship Basketball*, Bob Kurland offers a neat demonstration of the one-hand set shot. He balances the ball in his left hand, while placing his shooting hand on the top toward the rear. Upon reaching a point well overhead, the ball is released with a powerful wrist snap. This vigorous wrist action is essential inasmuch as the total propelling power is furnished by the single arm.

From “*Play Championship Basketball*,” produced by Association Films.





able to locate 5 quickly. The latter is the play-maker. He must be a good passer and dribbler, and a good set shot in order to pull the defensive men out.

The rebounders (2 and 4) always know where 5 will be and locate him quickly before the defense drops back. No. 5 may quick-pass to 1 or 3, who cuts for the basket. If both men are covered, they circle back to their post positions for a pass and either screen or post.

If only one or two defensive men are back, 5 dribbles into the center quickly, sucking one of the opponents to him, then passes off to the free teammate.

Rhode Island State's 1945-46 team based its fast break on Ernie Cal-

verley's ability to get the ball from the guard, dribble up and shoot from far out, or to feed the other men when the guards rushed out to meet him.

If his shot fell short, Nichols, his teammate under the hoop in the 4 position, took it as a pass. If Nichols' man came out to stop Calverley, the latter hook passed down to Nichols.

State had no set plays; they depended upon Calverley to set 'em up. That is the key to their fast-break offense—a terrific keyman. In Jawarski, Stutz and Calverley, State possessed just what the doctor ordered.

Diags. 7 and 8 outline two out-of-bounds plays. The fastest man takes the 5 spot, while the best passer drops into the 1 slot. If 2 comes up as in **Diag. 7**, he screens for 5, while 4 drops back to protect and to draw his man out of the play.

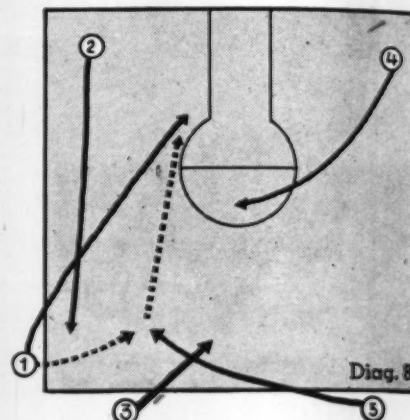
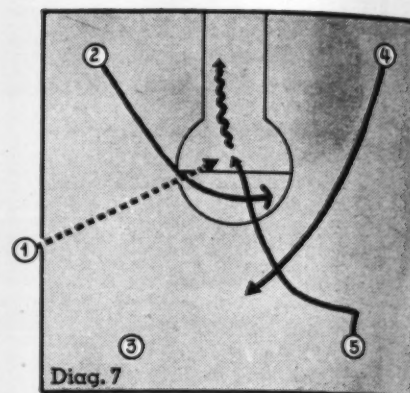
If 2 comes up as in **Diag. 8**, he screens for 1, while 3 screens for 5, who receives the pass from outside and passes to 1, cutting for the basket, or to 4, who sets up a bucket pivot.

Diag. 9 shows a throw-in from the end line. Nos. 5 and 3 screen for 4, while 1 takes his man across court out of the play. If X3 switches, 3 cuts for the basket. If the play is stopped cold, 5 drops back for a long pass-out.

Diag. 10 offers a variation of the same set-up with 1 and 4 serving as the screens. If the play fails, they both drop straight back for a pass.

The deployment on foul shots depends on the height and speed of your opponents. The idea is to concentrate height under the basket and speed for the break away.

In **Diag. 11**, we assume the X team is the taller club. X1 and X2, the tallest players, get under the basket, while X5 and X4, the shortest men, line up as shown. X5 picks up the first man to break; X4 takes the second.

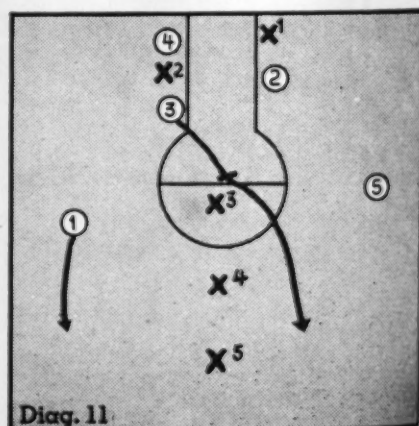
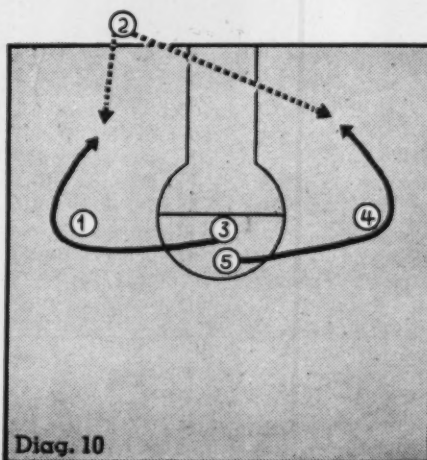
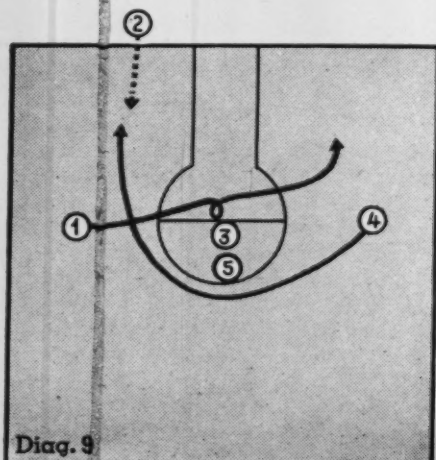


X3 drops back fast soon as he sees he can't capture the rebound. If the X's recover the rebound, X4 goes either left or right for the pass.

The defensive team (O's) place their tallest men, 4 and 2, in the rebound posts. No. 3 is the speed merchant, while 5 is the play-maker. The speed demon cuts directly in front of X3. As soon as he sees his team recover the rebound, he cuts on down the floor. Rebounds are played off to 5 who starts play immediately.

Diag. 12 shows the foul-line deployment when team O is shooting. Being shorter and faster, O gambles on its speed and adds another man under the basket to help fight for the ball.

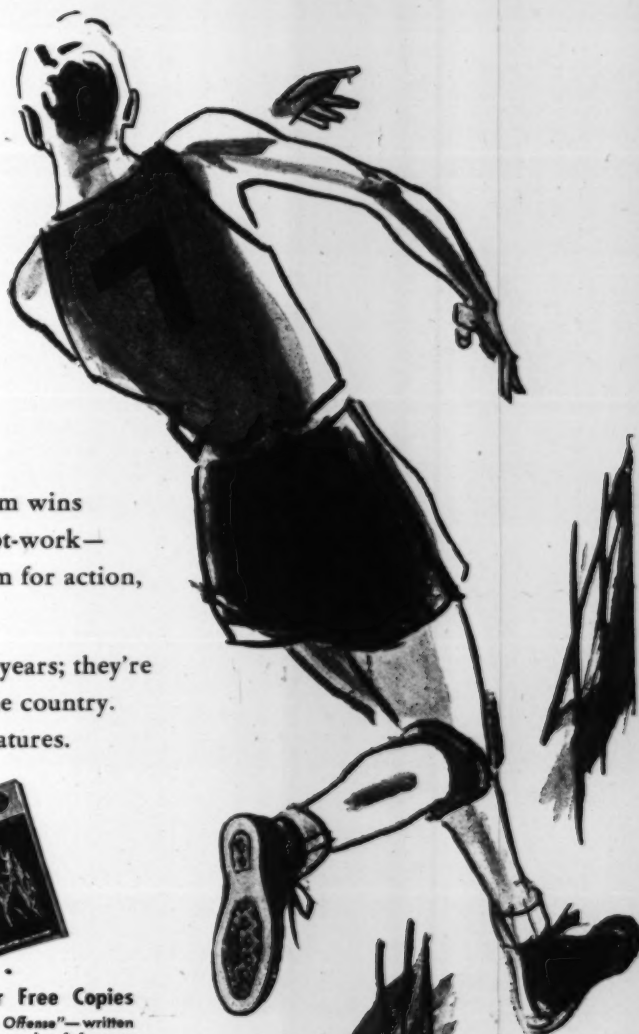
(Continued on page 40)



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Badminton Essentials

by LEALAND GUSTAVSON

ATLETIC-program directors looking for new games with which to attract gymnasium and intramural classes would do well to explore the possibilities of badminton.

The game lends itself ideally to the school activity program. Being an intimately friendly pastime, requiring no special physical attributes, it may be played by both girls and boys. It is particularly inviting to the many youngsters who cannot engage in the more strenuous "heavy" games. Even when played poorly, it offers a lot of good exercise and fun.

The official court is 20 feet by 44 feet, with 4 feet of clear space at each end and 2 feet on each side. However, the end and side specifications are not absolutely necessary. I have played on courts where the base-line practically touched the wall.

While 28 feet of head room is perfect, 20 feet or even less will do nicely. The net is fastened at 5 feet 1 inch at the side-lines and dips to 5 feet in the center.

Insofar as lighting is concerned, the ordinary gym lights are not quite satisfactory. Excellent lighting plans may be obtained free of charge from the reputable flood-lighting manufacturers. (For this literature, write to Scholastic Coach, New Equipment Dept., 220 E. 42 St., New York 17, N. Y.)

A good simple lighting unit may be installed by the school itself. Extend the net posts to a height of 12 to 14 feet. Then fasten an exten-

Lealand Gustavson, vice-president of the American Badminton Association and chairman of its Junior Activities Committee, offers a terse, highly informative outline of the essentials of the shuttle game, including equipment, strokes and strategy.

sion cord and mogul (large size) socket to the top of the posts, sticking straight up. Insert 750-watt white bulbs into the sockets, and you have a lighting unit that will afford excellent service. No other lights are necessary. That means you should turn off your gym lights.

Upon entering the gym, these lights may seem objectionable. But to the players, they are perfect.

Both the rackets and the shuttles are very light. The average racket weighs about 5 ounces and is balanced so that it feels light in the head. A racket strung with good gut will generally last through a season.

The shuttles come in various weights. There is a shuttle for tournament play and another for general use. As you'd imagine, the tournament shuttle is "faster" and more delicate. The other (general) shuttle is more durable, and is probably the shuttle for you.

The mortality rate of the shuttles is rather high. In fact, the shuttles represent the most expensive item of the game. To reduce expenses to a minimum, you may ask each club member to contribute one shuttle to an evening's play. The cost then becomes negligible.

For practice purposes, an all-fleece recreation ball with shuttle timing is a good money-saving de-

OVERHEAD SMASH: Helen Gibson, former co-holder of the national women's doubles title, is shown walloping an overhead smash on a history-making occasion—the first badminton match ever televised. Miss Gibson contacts the shuttle with a full free-arm action similar to a baseball throw. She throws her racket at the shuttle, meeting it overhead with a full extension of the arm, off the left foot.





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University of Kentucky



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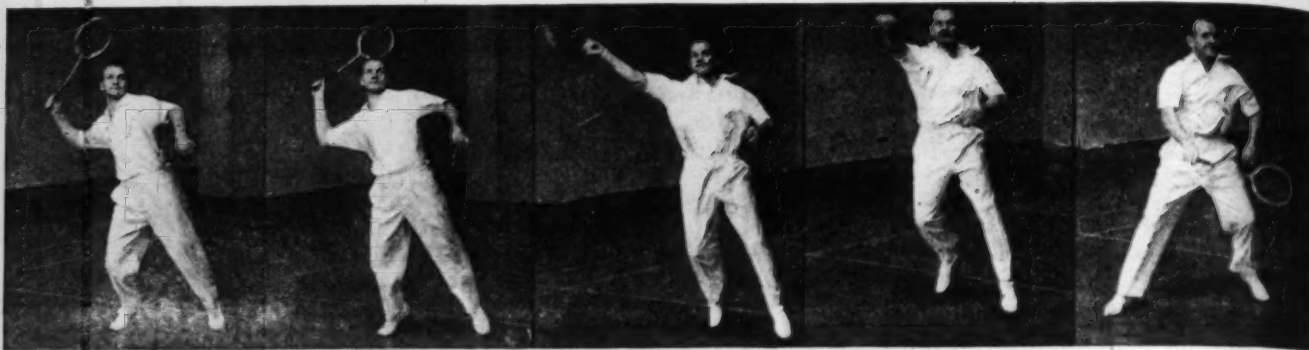
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vice, even if it does not have the true action of a shuttle.

The badminton strokes are quite simple and natural. A great part of the game is played overhead. The smash, thus, is a vital attacking weapon.

The shot is produced in practically the same manner as pitching a baseball. The left shoulder is turned toward the net and the right foot is dropped back. The racket head is brought back between the shoulder blades and thrown out with a wrist snap. The entire arm and racket form a continuous straight line at the point of impact, which is overhead and out in front about a foot or so.

A smooth follow through with the right foot coming forward and the right arm coming to an easy halt on the lower left side, concludes the shot. The body weight follows the shot smoothly.

The net-high flat drive and the underhand clearing shot (lob) are produced in the same fashion except that they are hit at net height or lower rather than overhead.

Theoretically, every stroke is started by bringing the arm back slowly and dropping or cocking the wrist, so that the racket head touches the back between the shoulder blades. Just like pitching a ball.

The backhand shots are manufactured in practically the same fashion but with the right foot forward so that the body does not block the free-arm action.

There are three basic shots: the high deep shot called the "clear"; the fast, hard, downward smash; and the slow, sharply descending drop shot. There are many variations of these three shots, depending on the height at which the shuttle is met and how hard it is hit. Drives, cross-courts, half-courts, close net drop shots and serves are all included.

Badminton has one unique shot—the drop shot. The shuttle is stroked so that it falls perpendicularly at the end of its flight. When stroked close to the net, it may rise but a few inches, clear the net and fall straight down the other side.

OVERHEAD SHOT: Hugh Forgie, famous internationalist, reaches for a high outside bird and smacks it powerfully with a beautiful free-arm action. He gets up on his toes, drops his racket behind his head and throws it at the bird. Notice how he swings his rear leg forward in the follow through, bringing his body in excellent position to meet the opponent's return.

The shuttle may also be hit from deep in the court. But when properly stroked, it does practically the same thing.

While the close net game is intriguing, I would advise players not to over-do it. The main thing is to put the shuttle where the opponent "ain't."

The serve, though it looks simple, is really difficult to execute well. It requires patience and practice because accuracy is essential.

In doubles, the short serve is best. The player stands about three feet back of the front-service line and strokes the shuttle so that its just clears the net. If allowed to drop, the shuttle should land just inside the intersection of the opponent's front-service and center lines.

The flight of the shuttle must be downward after passing the net, forcing the opponent to hit up.

Otherwise the opponent (receiver) can rush the serve and slap it to the floor.

In singles the high deep serve is recommended. The shuttle should be hit 20 feet or more in height, where the ceiling permits, so that it falls perpendicularly. If permitted to drop, it should land just inside the base-line near the center line. This forces the opponent to the deepest point in the court, from which he is least dangerous.

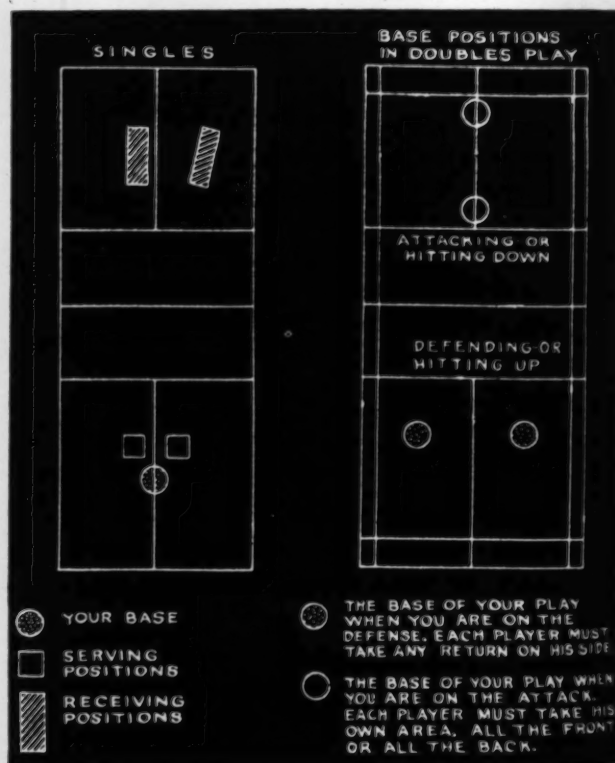
Unless the serves are accurate, they lose their value. Sloppy serving is prevalent but inexcusable.

The basic strategy of the game is simple. It is this: Hit down so your opponent must hit up. In singles, doubles or mixed doubles, when you hit down you are attacking, and that is the winning game. When you hit up, you are going on defense.

(Continued on page 55)

BASE POSITIONS IN SINGLES AND DOUBLES

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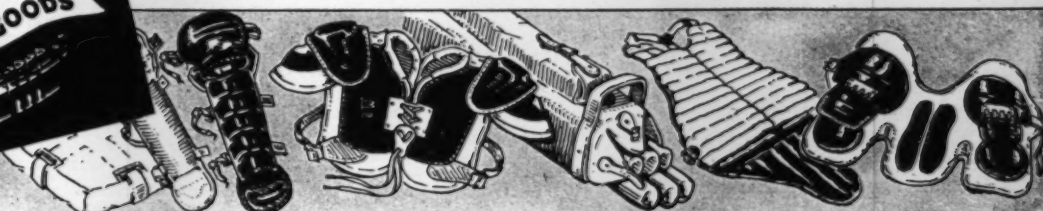
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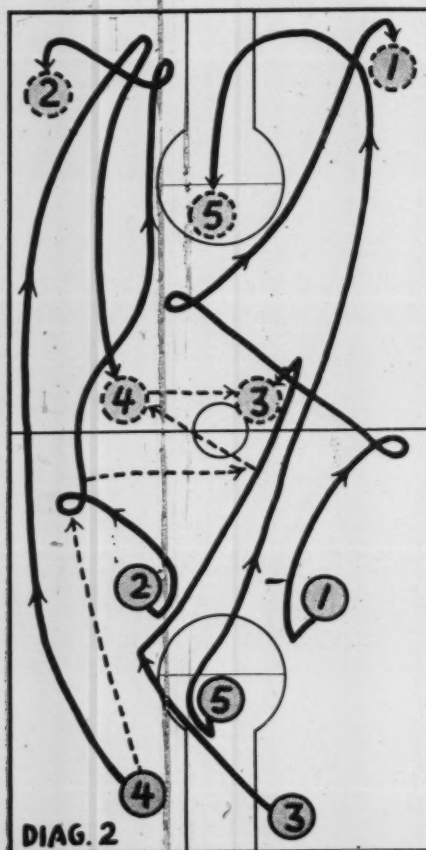
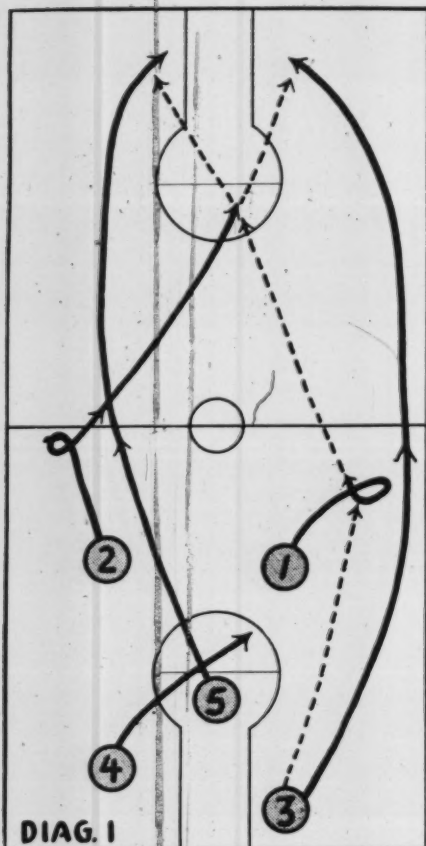
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A Simplified Offense

by BRUCE M. FISHER

Bruce M. Fisher is athletic director and coach at Bedford (Pa.) High School.



WHERE basketball programs are organized on a grade school through high school basis, a simple system embracing the essential fundamentals offers the best results.

I have found the following system very easy to teach, since it can be used against both zone and man-to-man defenses. It allows both for individual initiative and a well-balanced team game flexible enough to meet all situations.

I usually start by lining the teams up at one end of the floor and having them practice cutting with no opposition, as shown in **Diag. 1**.

No. 3 recovers the rebound. He passes to 1 who has broken to the outside of the court. The receiver pivots to his right and tries to feed 2 who has cut off 5's moving screen.

No. 2 returns the ball to 5 or 3, or return pass to 1. The latter (1), instead of feeding 2 may slip the ball to 3 cutting around him or, upon receiving a return pass from 2, may wait for 3 to come back and set up a screen for 3 to set-shoot over.

If the fast break fails, the man in possession passes it back to a guard and the team sets up as shown in **Diag. 2**.

In this play, 4 recovers the rebound and passes down to 2 who takes the pass on the outside or comes back to meet it, making sure that he cuts his man off from the ball with his body and inside foot.

No. 2 returns the ball to 4 or passes to 3, and cuts inside. The players then move to the positions indicated by the broken circles, and the guards work the ball in as shown in the diagrams which follow.

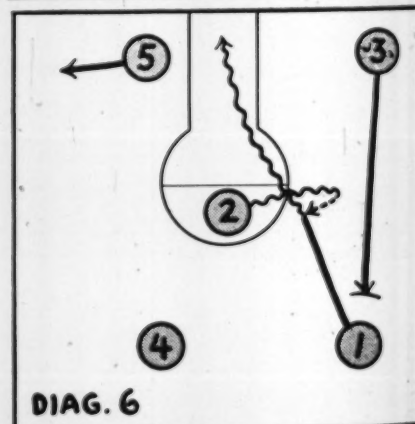
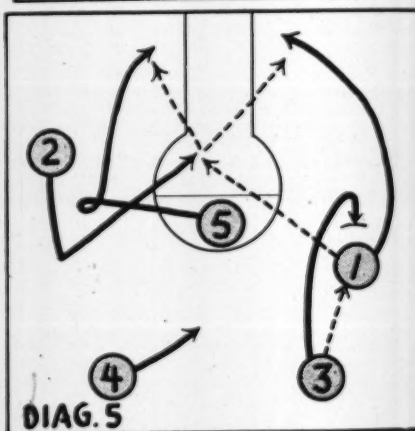
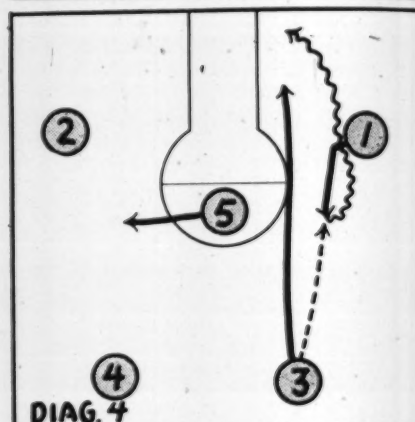
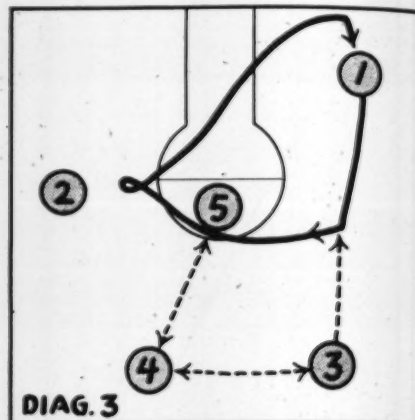
In **Diag. 3**, 3 has the ball and 1 moves out. If open, he receives the pass. If not, he continues his cut around 5 for an inside pass.

After passing to 1, No. 3 cuts inside or outside the receiver (1), depending upon the latter's position on the floor (**Diag. 4**). No. 1 drag dribbles right or left, shoots or returns the ball to 3.

If all these moves are blocked, 5 and 3 move as indicated in **Diag. 5**. No. 1 may shoot behind 3's screen, or pass and cut as shown.

If 1 and 3 fail to get the ball in for a shot, 5 and 2 screen for each other and play continues as in **Diag. 6**. No. 1 passes to 2 who either

(Continued on page 44)



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Calculated to improve individual and team performance on the basketball court, this film series skillfully presents and explains every major aspect of the game. Under Coach Henry Iba's guidance, the star "Aggie" aggregation that emerged this year with the national basketball championship for the second successive time, demonstrates the art of successful basketball play in fundamental terms. **PLAY CHAMPIONSHIP BASKETBALL!** was specifically designed as a coach's aid in the building of a winning team. It, too, may be used effectively for introducing to the sports enthusiast the finer points of this fast, thrilling game.

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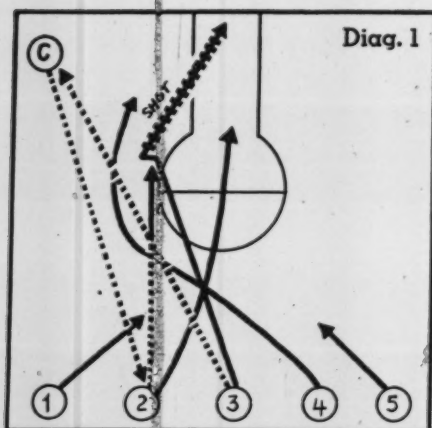
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Diag. 1

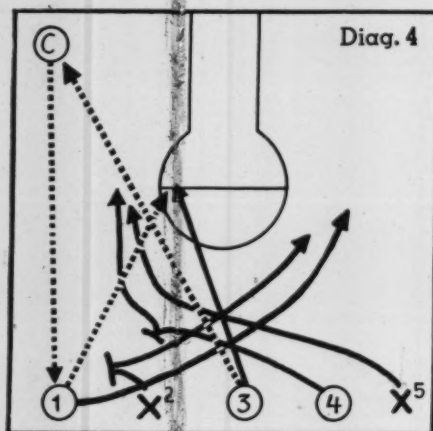


SHREWDLY conceived practice drills offer the coach an excellent medium through which to develop the basic skills. Unfortunately, too many drills are poorly constructed.

Many of them fail to develop a sense of teamwork, of five men playing together. Others scatter the boys all over the floor where proper individual correction is hard to give. Still others do not keep enough boys active; they allow too many boys to stand around waiting for a turn to do something.

A good drill satisfies several vital principles of good teaching:

1. It teaches some basic fundamental. If it teaches more than one, all the better.
2. It teaches a sense of five-man teamwork and generates team spirit.
3. It is efficiently administered, keeping the boys close together



Diag. 4

where constructive criticism can be quickly and easily made.

4. It is easy to learn, has a rhythm and is enjoyable to do.

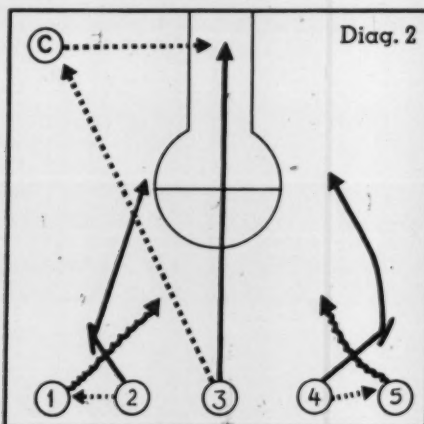
The accompanying five-man drills meet these requirements. First, they teach basic fundamentals—passing, faking, cutting, guarding, screening and rebounding.

Second, they develop a five-man sense of teamwork. Third, they are highly efficacious—15 or 20 boys

Five-Man Drills

by J. W. HALL

J. W. Hall coaches basketball, baseball and track at Riverview Gardens High in St. Louis, Mo.



Diag. 2

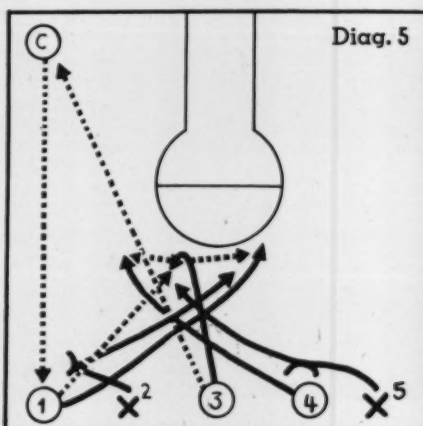
may be employed at one end of the court, where the coach may constantly watch and guide development. Fourth, they are easy to learn and enjoyable to do.

In the diagrams, the players are numbered 1 to 5. The C in the corner is the coach. After each drill, the players rotate: 1 to 5, 5 to 4, etc. The best way to teach these drills is to outline them first on a large chart. The chart may then be hung under the basket where each boy can see them and follow the prescribed routes.

The first three drills are principally for warm-up purposes.

In **Diag. 1**, 3 passes to the coach and cuts to the post position. The coach passes to 2 who whips to 3 on the post. Nos. 2 and 4 then cut by the post man.

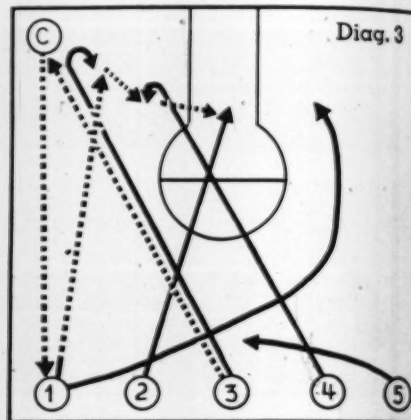
The post fakes to the cutters, then pivots for a shot. Nos. 2, 3 and 4



Diag. 5

follow up until a basket is made. They then pass the ball out, first to 1 and then to 5. The receiver takes a set shot, while 2, 3 and 4 again follow up.

In **Diag. 2**, three balls can be used.



Diag. 3

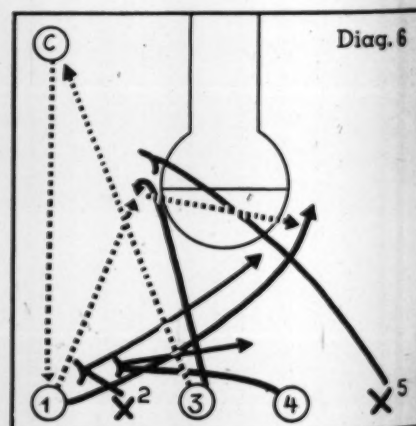
No. 3 passes to the coach who feeds back to 3 for a lay-up. Meanwhile 1, 2, 4 and 5 team up as shown for a pass and screen with a dribble in for a lay-up.

Diag. 3 offers practice on drive-in lay-up shots. No. 3 passes to the coach and follows his pass. The coach passes to 1 who feeds to 3 in the corner. No. 4 drives across for a pass from 3 near the basket. He stops, pivots and shuffle-passes to 2 who drives by for a set-up. No. 5 moves in for a pass-out and set shot, while 4, 1 and 2 follow up.

Diag. 4 outlines a plan for a screen and cut around. No. 3 passes to the coach and cuts to a post position. As the coach relays to 1, X2 comes over to guard 1. No. 4 screens for 1, with X5 guarding him (4).

No. 1 whips to 3 on the post and cuts around the screen. If 1 is open, 3 returns the pass; if not, he fakes

(Concluded on page 48)



Diag. 6



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JANUARY	"Eating for Health"
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MARCH	"Communicable Diseases"
APRIL	"Tobacco, Alcohol, Drugs"
MAY	"Hygiene of Special Organs"
JUNE	"Mental Hygiene"

by DR. HENRY F. DONN

ADVENTURE, physical exercise, a thrill—anything that will help release his tremendous pent-up energy—is cheerfully accepted by the normal adolescent.

Perhaps the ideal release for excess energy is through sports. Teen-age America loves athletics in any form and is constantly dreaming of emulating the feats of the Blanchards, the DiMaggios and the Louises.

The wise teacher will encourage this wholesome type of hero-worship, as well as the natural play instinct of the high school boy.

While the majority of adolescents do not possess the physical attributes or prowess of the varsity athlete, their interest in self-development is just as keen.

The varsity athlete is fortunate in obtaining excellent practical and theoretical instruction on this particular phase of hygiene. The average boy does not get this intensified instruction. Yet he probably needs it even more.

At the same time, care must be taken not to put undue stress on the development of the large skeletal muscles.

Our educators have never attempted to develop a nation of muscle-men. We are still educating our people for an abundant life in a democracy and we will continue to do so.

Unless large muscles are needed in a boy's daily work, they are unnecessary. Large muscles do not insure health. In some cases, it may even be necessary to advise the adolescent to curtail some of his physical activity to insure adequate rest and relaxation.

The part that physical exercise plays in abundant living is important, especially to growing youth. The material in this unit provides knowledges which should aid the adolescent in the development of

proper habits and attitudes, all of which tend to effect a proper and harmonious development of the body during the period of growth.

OBJECTIVES

Specific objectives should be set up to comply with the local situation. Each teacher should endeavor to determine the needs of his students by means of standardized devices such as the questionnaire, inspection of medical records or a study of health habits. The following list of objectives and standards (aimed at the student) may be of assistance.

Habits

1. Engage in outdoor physical activity at least two hours daily.
2. Try to improve yourself in those big-muscle activities taught in the physical education class.
3. Pace yourself in your physical exercise; know when to stop and rest because of fatigue.
4. Avoid exercise before or after meals.
5. Obtain a physical examination by a physician when participating in any strenuous physical activity in or out of school.
6. Practice good posture habits and take remedial exercises if necessary.
7. Walk to school if within walking distance.
8. Try to maintain, when possible, the accepted standards of physical achievement for boys with your physical characteristics.
9. Wear appropriate and clean dress for physical activities.
10. Practice good sportsmanship.
11. Respect the decisions of athletic officials.

This is the third of a series of articles on the constituents of a personal hygiene course for high school boys, by Dr. Henry F. Donn, physical education instructor and basketball coach at Weequahic High School, Newark, N. J.

12. Practice habits of body cleanliness in physical activities.

Attitudes

1. Enjoy the feeling of active participation in a game.
2. Possess a wholesome desire for self-physical-improvement.
3. Appreciate the value of playing the game according to the rules.
4. Appreciate the necessity of adhering to training rules if a member of a competitive group.
5. Enjoy the fellowship and companionship of others in play.
6. Applaud displays of good sportsmanship and condemn the lack of it.

Knowledges

1. Have a general understanding of the anatomy and physiology of the skeletal and muscular system.
2. Have an understanding of the value of exercise in the maintenance of health.
3. Become familiar with the common types of injuries received in physical exercise.
4. Know where and how to get professional aid on matters relating to exercise.
5. Know good posture and deviations from the accepted standard.
6. Understand the corrective features of exercise in posture training.
7. Understand the value of outdoor activity.
8. Recognize the importance played by wholesome food, adequate rest, adequate sleep, and other hygienic practices in the maintenance of good body-tone.
9. Know the effects of alcohol and tobacco on exercising.
10. Become acquainted with the hygienic practices relative to exercising.
11. Recognize the necessity of playing the game according to the rules.
12. Have a speaking and reading knowledge of the new words used in this unit.

CONTENT

The anatomy of the skeletal and muscular system. This section should not take too much of the class time. The material may be presented in the form of a student committee report or by the teacher-lecture method.

Visual aids such as charts, pictures and movies may be used to advantage. The student should be given a general idea as to structure and function. He should not be burdened with too many scientific terms.

1. Skeletal System

- a. Bone is a hard, dense, porous structure composed of calcium and organic materials.
- b. Bones are covered with a thin

(Continued on page 28)

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membranous sheath called *periosteum*.

- c. Bones are of the following shape: long, (arm and thigh); short, (fingers and hands); flat, (shoulder blade and breast); and irregular, (hip and wrist).
- d. Bones are connected together by strong, fibrous bands called *ligaments*.
- e. The place where two or more bones are joined together is called a *joint*.
- f. Joints may be movable (elbow); immovable (head); or slightly movable (spine).

2. Muscular System

- a. A *muscle* is an organ composed of contractile fibers.
- b. Muscles are covered with a thin membranous sheath called *fascia*.
- c. The human body has three different kinds of muscle:
 - Voluntary*—muscles over which we have control (arms and legs);
 - Involuntary*—muscles over which we do not have control (digestive and respiratory);
 - Cardiac*—muscle over which we have no control (the heart).
- d. The large muscles taper into tough, whitish strings called *tendons* which are securely fastened to bones.
- e. Muscles obtain their energy from the burning of fuel called *glycogen*, which the body makes from the food we eat.
- f. All normal muscles, when at rest, are continually exerting a tension called "*muscle-tone*."
- g. In general, a muscle will not move unless it receives a stimulus from a nerve. Nerve end plates are in every muscle fiber. There can be millions of fibers in a single large muscle.

The physiology of the skeletal and muscular system.

1. Skeletal System

- a. Bones provide attachment for muscles.
- b. Bones support the body parts and protect them from injury.
- c. Bones act as levers to make movement possible.

2. Muscular System

- a. Muscles make movement possible. Muscles pull but never push. Generally, they are arranged in pairs or groups so that while one group causes movement by contracting, the opposite pair or group relaxes.
- b. Muscles hold body parts together. Muscles are attached to bones, cartilage, ligaments and skin.

- c. Muscles give the body form and shape.
- d. Muscles aid in the protection of vital organs.
- e. Muscles produce practically all of the body heat.

The Hygiene of the Skeletal and Muscular System.

1. Height and weight charts do not always give a fair picture of normal growth. They (height and weight) are dependent upon racial characteristics, family characteristics, nutrition and other factors. If there is a decided variation, consult a physician.

2. Proper diet, sunshine and vitamin D aid in the prevention of rickets, a disease of infancy and childhood that results in bone deformity and other physical defects.

3. There must be a normal skeleton without defective bones or ligaments, symmetrically developed muscles capable of holding the body position—to maintain good posture.

4. Good health habits, play, exercise, sunshine, fresh air, rest, sleep and a diet adequate in milk, dairy products, green leafy vegetables and protein are essential in maintaining good body posture.

5. Poor nutrition, fatigue, infection, lack of exercise, mental and emotional strife undermine good posture.

6. Postural defects may be structural or functional in nature. The physical educator can prescribe special remedial exercises to correct faulty posture caused by faulty muscle development. This is done only upon the advice of a physician.

7. Good standing posture requires the following: head balanced easily with the chin back and the chest up, the lower abdomen held in and flat, and feet parallel and two to three inches apart.

8. In good sitting posture, hips should be far enough back on the seat to allow the thighs to support the weight of the body. The chair seat should be wide enough to allow this and low enough to allow the feet to rest flat on the floor.

9. Common postural defects among high school boys are: forward drooping of the head, lower left or right shoulder, lordosis, kyphosis, and scoliosis. (Explain these.)

10. Proper hygiene of the feet—correctly fitted shoes and stockings, foot exercises and foot cleanliness, is important in maintaining good posture.

11. The intelligent approach to exercise begins with an examination by a physician to determine your own capabilities.

12. There is no one perfect exercise.

13. The body needs various kinds

of exercise for all-round body development and health.

14. Training is essential to participation in strenuous athletics.

15. Setting-up exercises are satisfactory for those who cannot get any other form of exercise.

16. Exercise should be light at first and gradually increased until it becomes vigorous.

17. Swimming is one of the best forms of exercise for all-round muscle and body development.

18. Moderate muscular activity is essential but over-indulgence depletes vitality and may be detrimental to the heart.

19. Clean underclothing and adequate warm-up clothing are essential in exercising.

20. Arch supports or ankle braces should be worn only on the advice of a physician.

21. Games are played according to rule to assure fairness and safety.

22. At school games, athletic officials are selected on the basis of their training and experience; their judgment should be respected. In games of your own, away from school, respect the decisions of the officials you have selected.

23. Alcoholic drinking effects accuracy and skill. It has no place whatsoever in the life of an adolescent.

24. Addiction to tobacco occurs rapidly. The adolescent, especially if he be interested in athletics, should avoid tobacco because of its detrimental effects on a growing boy.

25. Exercise should be done outdoors as much as possible to obtain the beneficial effects of the sun and the fresh air.

26. A muscle becomes tired when the material which furnishes the energy has been exhausted and there is an accumulation of waste products. Rest must be taken to allow additional fuel to be brought to the muscle and to allow the blood to take away the waste products.

27. Proper exercising is beneficial to the body circulation, respiration, nerves, and general well-being.

28. A trained student has greater power to do work for which he is trained and has an increased power to ward off fatigue.

29. Exercising and games provide an emotional outlet for adolescents.

30. Boys who are too high-strung, or who are too tired when following the ordinary pursuits of the day, may have to refrain from physical activity until they feel well again.

Common Injuries and Defects

1. *Sprain*, a wrenching or twisting of a joint accompanied by a

(Concluded on page 49)

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National Federation News

BECAUSE of the crowded conditions at most state universities, the state final basketball tournaments will present new problems. Nearly all the state associations are finding ways to take care of their customary tournament program and of the spectators who will attend the tournament.

In a number of cases, the University Field House or supplementary gymnasium is being fitted up with cots to accommodate those unable to find hotel or private home accommodations. In the case of one state (Iowa), triple-deck cots, secured from preflight camps, are being set up in the wings of the University Field House for use by high school students who desire to attend the state final tournament. A nominal fee of 50¢ will be charged to defray supervision and related costs.

Motion picture developments: The motion pictures, *Football Up-to-Date* and *Basketball Up-to-Date*, are being widely used. The demand has been beyond expectation. Here are a few illustrations:

In **Indiana**, three prints of the basketball film were secured in September. Before the month was over, all three prints were booked through the entire season and only a fraction of the requests had been filled. Four more prints were secured and, at last reports, bookings for these were almost solid.

Minnesota has 12 prints and, even with this number, has not been able to fill all the requests.

Many requests for the film have been received from Canada, Alaska and Hawaii.

Washington: At a recent meeting of the Association board of control, it was voted to discontinue the state-sponsored boxing tournament which has been held for the past several years. In connection with this action, there was some claim that in both the state boxing tournament and in the state-sponsored basketball tournament, certain competitors were allowed to participate after it was quite apparent they were not physically fit for such participation. To take care of this situation in the basketball tournament, the board is proposing to have a physician make periodic examinations of all players as the tournament progresses.

The state association recently adopted the provision that no member high school may enter a team or a contestant in any athletic meet or contest not approved by the board of control. Violation of this regulation subjects the offending school to suspension from the state association.

The statewide plan for registration of all officials who work high school contests is now in effect with details being administered by board-member Bob Hall of Seattle. J. V. Helm is now

president of the State Association and will be one of the Washington representatives at the National Federation annual meeting.

Small basketball backboard: With equipment materials becoming more plentiful, increased interest is being manifest in the small basketball backboard. In most of the central and western states, this transition was made prior to the shortage of the building supplies.

In states such as Illinois, Iowa, Minnesota, Kansas, Nebraska, Oklahoma, Utah and others, there is very little use of the large sharp-cornered board, except for practice courts.

In the eastern states, the transition has been more gradual.

The new board has only 43% of the surface of the old and requires only a fraction of the bridgework which is necessary in supporting the large rectangular board. Wider use of the four-foot end zone is made possible by the small board and there is less congestion immediately in front of the board, since it is possible to bring offensive play into the basket from all directions.

Cross-country running: State-sponsored cross-country meets have been growing rapidly. Such meets have been held for a number of years in

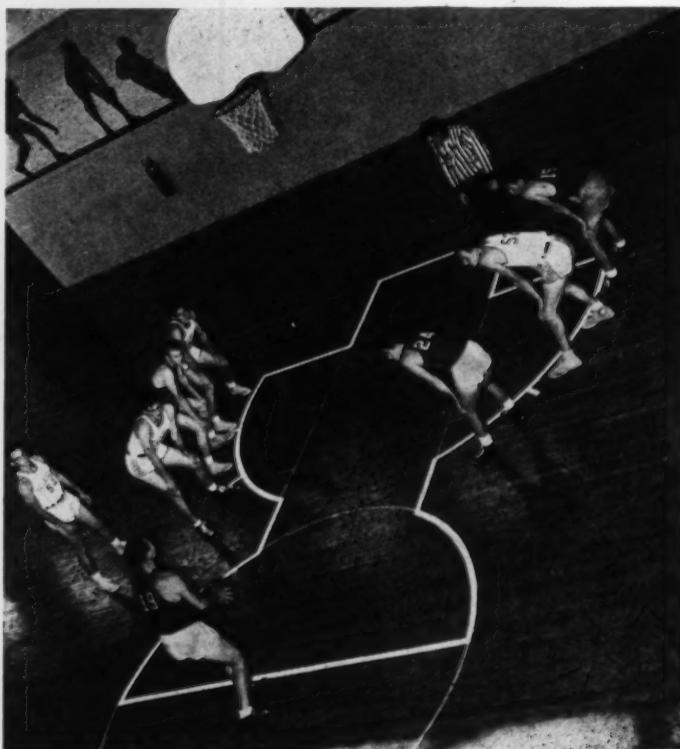
states such as California, Connecticut, Kansas, Minnesota, Ohio, Pennsylvania and Wisconsin. In the Atlantic Coast states, there are a number of well-established cross-country meets. This year such meets were inaugurated in Illinois, Indiana and South Dakota.

A synopsis of plans for such meets will be included in the 1947 Track and Field Rules Book.

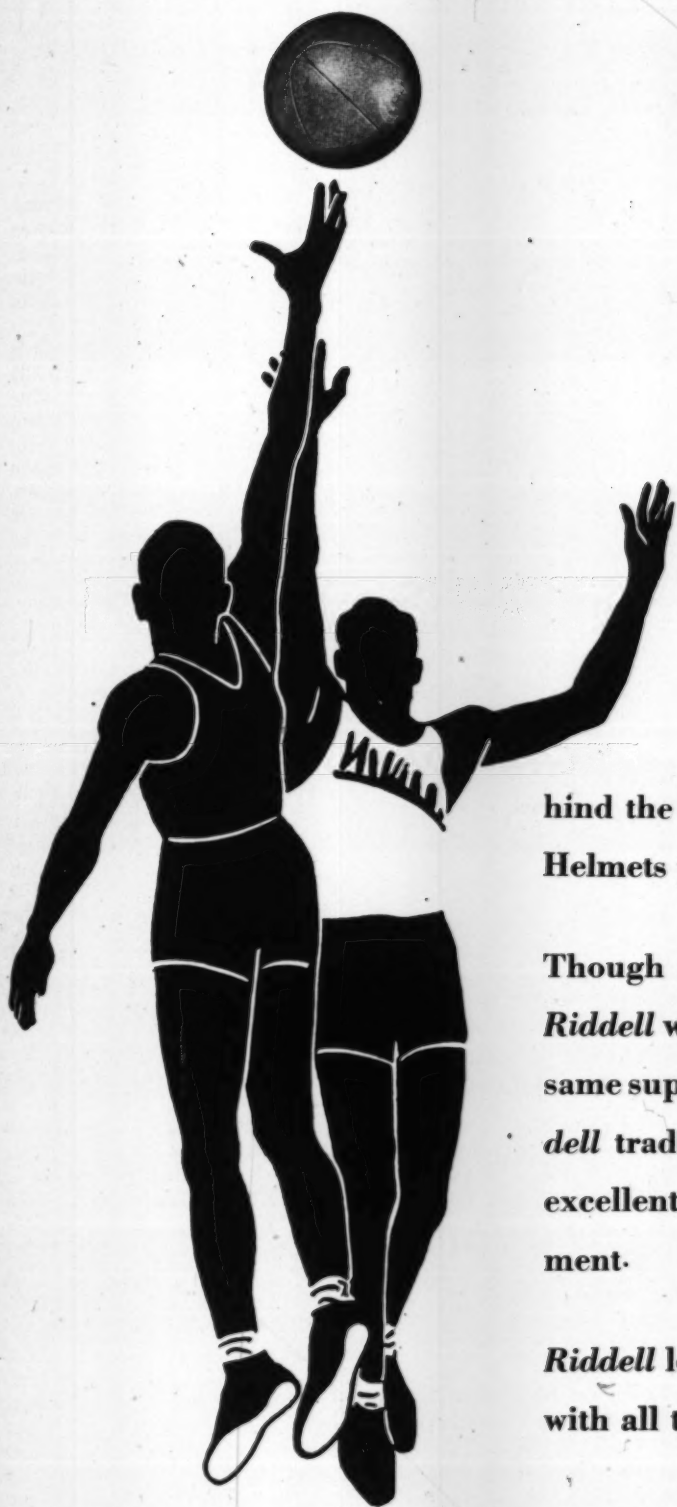
Courtesy works both ways: The following excerpt is taken from a recent issue of the Tennessee Association news bulletin: "Courtesy is a two-way proposition. The visiting coach and administrator as well as the home coach and administrator have definite obligations in making preparations for any contest. The home school is obligated to show thoughtfulness and courtesy in arranging for the comfort of the visiting team.

"Likewise, the visiting school is obligated to provide full information as to names, numbers, starting lineup, time of arrival and desires in connection with pre-game activity. A successful contest depends on full cooperation by both schools beginning well in advance of the day of the contest."

Kansas: A recent issue of the Activities Association Journal outlines the



MODIFIED LANE: Bruce Drake, Oklahoma U. coach, is experimenting with this partly distended lane in an effort: (1) to relieve under-basket congestion; (2) to equalize rebounding opportunities; and (3) to place a slightly greater limitation on the advantage of the extremely tall player. The modified lane forces the tall player to set up his post farther away from the basket.



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policy of the state association in connection with invitational basketball tournaments. It is indicated by the following quotation: "The matter of assessments against the receipts of invitational basketball tournaments was considered and the assembly endorsed the policy of assessments, as well as a requirement that proceeds be distributed on a proportionate basis."

Basketball meetings: Among the states which have further perfected the statewide series of basketball meetings are Arkansas and Tennessee. In Tennessee, Secretary Bridges announces the appointment of Clement M. Eyler of Bristol as director of these meetings. In Arkansas, Secretary Burnett will cooperate with Eugene Lambert, member of the National Basketball Committee, in sponsoring the series of meetings.

Michigan: "Radio station WKAR will broadcast a new series of sports programs designed to publicize high school sports in Michigan. High school athletic directors, coaches and school administrators are urged to cooperate."

Oklahoma: "A new eligibility rule provides that no awards or prizes of any nature are to be given to or accepted by a student for participation or athletic honors in interscholastic athletics, except those given by the school, the association, the conference, or the sponsors of approved meets and tournaments. Outside organizations or individuals may make donations to the school or the sponsors of an approved meet or tournament and these donations may be used for the purchase of awards or prizes."

New State publications: In recent months, there have been several creditable additions to the list of state association publications. In **Pennsylvania**, after a lapse of several war years, the P.I.A.A. has resumed publication of the *Pa'thlete*. Of tabloid size, the first issue was eight pages. The material included news about activities of the state high school association, articles for republication in local newspapers and school magazines, and items concerning athletic activities in all parts of the nation. Secretary Wicht and his board of control are to be commended on the excellent way in which this publication was prepared.

Alabama and Florida now issue a printed bulletin. In both cases, the first issue was a four-page folder 8½ by 11 inches in size. Heretofore, the circulars were mimeographed.

South Dakota boasts an attractive printed bulletin 6 by 8½ inches. Illustrative plates are used to dress up the material. **Oregon** issues a very attractive mimeographed bulletin. **North Dakota** issues a mimeographed news letter at regular intervals. The Southern Section of the **California** Federation issues a four-page printed folder 8½ by 11 inches. **Tennessee** now publishes an attractive mimeographed cir-

cular illustrated by planographed material.

In addition to these comparatively new publications, states such as Iowa, Michigan, Minnesota, Kansas, Nebraska, Oklahoma, Missouri, Kentucky, Illinois, Ohio, and Indiana continue to improve their already attractive bulletins or magazines.

Tennis activities: During November, a conference was held between National Federation representatives from the eastern states and representatives of the U.S. Lawn Tennis Association. This conference followed extensive negotiations in an attempt to eliminate conflicts between activities of the USLTA and the various state and national regulations concerning interstate meets.

Considerable progress was made at the conference and there is reason to believe that, by the time of the annual meeting, plans for eliminating all such conflicts will have been perfected.

Affiliate members: For several years, the New Brunswick (Canada) Interscholastic Athletic Association has been an affiliated member of the National Federation and there have been mutual benefits. The organization in New Brunswick is quite similar to that of member state associations, and the aims and policies of its leaders are similar to those of the athletic leaders in the states.

Secretary G. Forbes Elliot of St. Stephen, New Brunswick, has provided up-to-date information concerning the activities of his organization. The organization's "Athletic Code for the Principal" is included in one of the issues of the National Press. Many of the publications issued by the National Federation are in use each season in the New Brunswick schools.

Recently, there have been requests from other provinces in Canada for possible plans of affiliation. Groups in Ontario and British Columbia are now considering some of these plans. In all provinces of Canada, Federation publications are in wide use and the motion picture *Basketball Up-to-Date* is also being used.

New York: Soccer, one of the best (and most underrated) sports extant, enjoyed a banner season in the East this year, with more high schools and colleges playing the game than ever before.

Climaxing the season is an all-star schoolboy and college doubleheader in New York on December 14. An all-star high school team from New York will take on a similar aggregation from Philadelphia, while an All-North college team (New England colleges) will trade boots with an All-South eleven made up of players from New York, New Jersey, Pennsylvania and Maryland.

Sponsoring the event is the Inter-collegiate Soccer Football Association. Secretary-treasurer E. Paul Patton plans to make this affair an annual fixture.

—H. V. PORTER

THESE 50 PET PLAYS CAN MEAN MONEY IN THE BANK FOR YOU



Fifty of America's leading coaches have diagrammed and described favorite plays for this brilliant new football book, compiled by THE SPORTING NEWS. Strategists like Frank Leahy, Dana X. Bible, Bernie Bierman, Fritz Crisler, Bob Zuppke, Jim Crowley and dozens more of equal fame have contributed the "secrets" of their most spectacular winning plays. Learn these plays thoroughly; teach them correctly—and they'll help to advance your professional standing and financial rewards in tempo with your winning scores!

Another great feature of this new gridiron book is its title article, "The Life Story of Amos Alonzo Stagg," football's grand old man. Numerous exclusive photos, some dating back to Mr. Stagg's days at Yale in '80s, illustrate this feature.

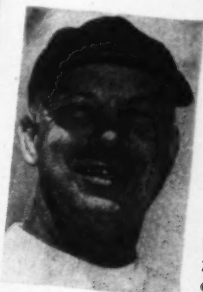
Topping off this magnificent new football book is yet another exciting feature: "My Greatest Football Thrill" — in which Dan Daniel, Fred Digby, Wilfred Smith and many other famous sports writers

FAVORITE PLAYS OF FAMOUS COACHES

THIRD DOWN, FAKE PUNT AND RUN

BY DANA X. BIBLE

Director of Athletics, University of Texas

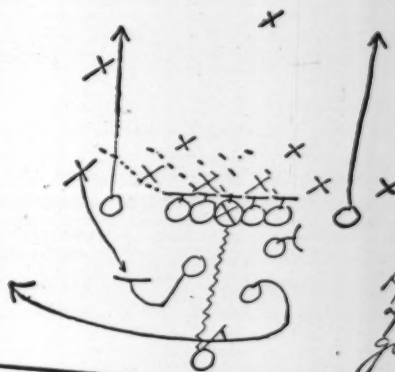


DANA BIBLE

I am diagramming a play from punt formation—the ball, advances as if to kick and carries back. It is taken off his hand by a fast back, who swings wide. The ends go down just as they would on a punt. This play has been used many times to get us out of a hole. It should be called on third down so if it is unsuccessful there is still a fourth down to punt.

The play is used when we have a slow man in the kicking position. In other words, we brought our right tackle back last year to do the punting and, of course, when we wanted to make a run in place of a punt it was necessary to hand the ball off to a fast player, as indicated in the play that I diagrammed.

This play was used effectively in the Texas-T.C.U. game November 17, 1945, at Austin.



Dana X. Bible started his tenth and last season at Texas in 1946 with a long record of five Southwest Conference championships at Texas A. & M., and three at Texas, as well as five Big Six titles while at Nebraska. He was graduated from Carson-Newman College and his first coaching job was at Brandon Prep, Shelbyville, Tenn. He later coached at Mississippi College and Louisiana State before going to Texas A. & M. In three Cotton Bowl games his teams have defeated Georgia Tech, 14 to 7; tied Randolph Field, 7 to 7, and whipped Missouri, 40 to 27, on New Year's Day, 1946.

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by J. A. "DUKE" THAYER

Play the Main Game First!

THE practice of having basketball officials work two games an evening—an all too-common custom throughout the country—is wreaking considerable harm to the players, the officials and to the game itself.

We can recall, and not too many years past, when one game constituted an evening; when officials were men of some consequence; and when basketball was a game, not a roughhouse.

This no longer is true in many communities. The two-game program is an accepted practice. The scrubs, lightweights, or jayvees appear first, then are followed by the varsities.

The officials work both games, of course—and right there the damage is done.

Basketball is essentially a non-contact game. When properly played and officiated, it is a joy to behold. But can officials properly work two games an evening? Judging by experience, the answer very definitely is—no!

Let's say that Mac Cullen and Gene Merrill have been engaged to officiate the annual game between Watseka and Huron. These two towns are bitter rivals. If the game isn't kept under strict control, plenty of fireworks can be expected.

Cullen and Merrill arrive an hour or so early and are asked to referee the game between the Watseka and Huron scrub teams.

What happens? The refs don't want to work too hard or they'll never, never be able to do right by the main attraction. So they dally along, letting the scrub game get rougher and rougher, calling just enough fouls to prevent the youngsters from murdering each other.

In the meantime the two varsities are in the stands, watching the exhibition and getting a pretty fair idea of just how much they will be able to get away with.

By the time the big game is ready to start, Cullen and Merrill are psychologically and perhaps physically let down. As a consequence the big game degenerates into a roughhouse. The officials leave the floor knowing they have made the coaches, the players and a lot of fans very unhappy.

Chances are they won't be invited to officiate any more games in either town. They are the victims of a rather thoughtless system.

Now let's go back a little and find out how, if at all, we can remedy or avoid all this. We have a plan which ought to work. As long as officials are going to be asked to work both games, why not play the main game first?

School people will argue that the main game must be played last to give the crowd time to arrive. But that argument can be countered. Just move the starting time of the main game up a half hour. That will give the crowd time to arrive, and the scrub game may be played afterward. This will assure everybody getting home at a reasonable hour.

HAPPY IDEA FOR SCRUBS

From the scrubs' point of view, the transposed schedule is a happy idea. As it is now, few spectators show up for the early game. But if the scrub game is played last, most spectators would probably stay to watch it.

The main-game-first idea also has an advantage from a psychological standpoint. The officials and the players will be keyed and ready, while the scrubs, sitting in the stands, will observe how the game should be played and officiated.

As a result, when the first teams leave the floor and the scrubs come out to play, the officials may be tired physically, but they won't

Before assuming his current post as Chief, Special Services at the Veterans Administration Hospital in Tucson, J. A. "Duke" Thayer coached at Porterville (Calif.) Junior College.

have an unruly bunch of youngsters out there trying to get away with everything. The players would have had an opportunity to watch good officials doing a good job and consequently would have a healthy respect for them and the way they handle a game.

Under the present system the schools would do better to allow a student or a bystander to referee the first game. It is quite unfair, both to the officials and the players—especially the younger ones—to go on in the present manner.

The game, too, suffers to a great extent in that the boys on the scrub teams are the boys who will someday be playing on the first teams, and they may be gaining an erroneous impression of the game.

Many colleges and universities are guilty of the same practice. We have seen officials work the "unimportant" freshman games and follow up with the varsity games, with unvarying results—rough games. School people should remember that although the game may be unimportant in their eyes, in the eyes of the players it is very important.

Coaches should favor the plan set forth here, if for no other reason than their pride in their coaching ability. Many coaches try to teach their boys a non-contact game, only to have their teaching go for naught through poor officiating—and nine times out of ten the poor officiating is due to the present system, for which the coaches themselves are partly to blame.

Summing up, then, we believe the present system should be changed for the following reasons:

1. The present system is bad for players because they tend to play rough basketball; lose respect for

(Concluded on page 45)

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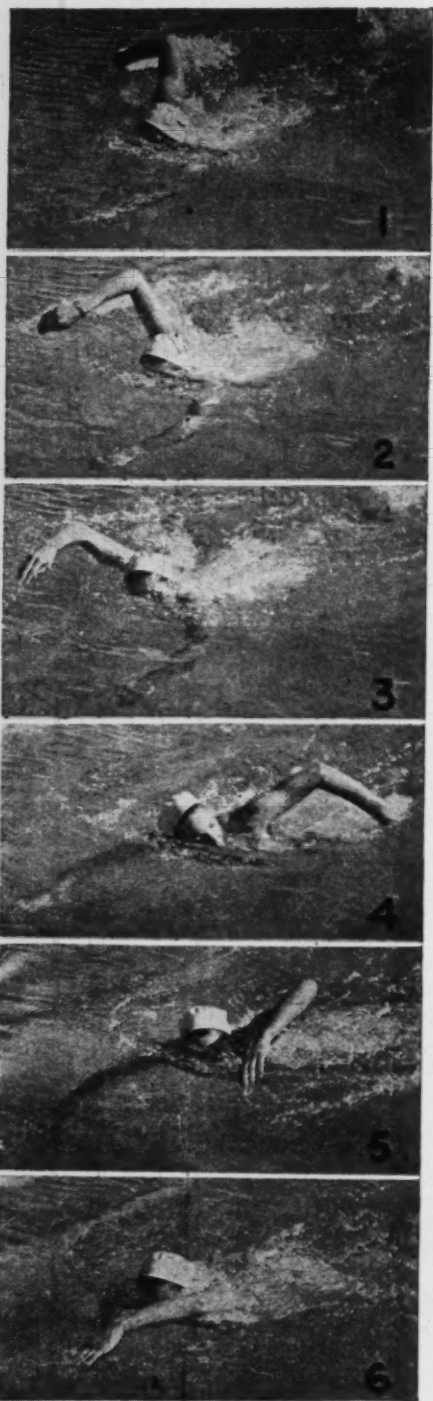
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Ann Curtis

The Curtis crawl is a song, accentuating the positive—a fine arm-and-leg synchronization—and eliminating the negative—tenseness. Shoulder lifts arm out of water to start recovery, elbow first, hand trailing (1). As forearm moves ahead (2), arm remains nicely relaxed.

For start of pull, arm reaches forward, palm down, and hand is aligned with forearm (3). Arm pulls and head turns easily to left for a quick breath. Lips barely emerge as mouth gulps in air (4). As left arm comes forward, head re-enters water and air is expelled through nose and mouth (5). Breath is always taken away from arm that pulls; one breath to every arm revolution. Note water line at forehead as arm is extended (6).

(Courtesy LOOK, America's Family Magazine)

DRILLS

for Beginning Swimmers

by JOHN H. NEWMAN

IN this series of exercises for beginning swimmers, we have condensed the procedure followed in the standard American Red Cross course in order to produce a feeling of confidence in deep water as quickly as possible. While the A.R.C. course is more thorough, it takes much more time.

We are interested in escorting the pupil through the danger point in learning—the vertical position in deep water—within the limits of one school term of 18 lessons.

Each exercise depends upon a preceding one and each has a point value. The sum comes to 100 points (perfection); 75 points is considered passing, as in the other school subjects. Thus, we can pretest the pupil accurately and measure his subsequent progress.

Three items of equipment are needed: swimming tubes, water goggles and swim fins. Nose clips and ear plugs are also helpful and should be available to the pupils.

Classes should not exceed 25 pupils, with lessons being given weekly or bi-weekly. Water temperatures should range between 75 and 80 degrees and air temperature 80 degrees.

The water should be placid and clear. No other individual or group should be in the water while the beginners are receiving their early instructions.

The lessons should not exceed 45 minutes in length, with 15 minutes for instruction, 15 minutes for drill and 15 minutes for supervised play and experimentation.

There is no top age limit at which persons can learn to swim. For children, the crawl should be the fundamental stroke taught. The breast stroke, side stroke and elementary back stroke should be taught to adults.

It is very difficult to teach an effective crawl kick to boys and men over 16. The overhand stroke without the crawl kick can be learned very readily by adults but only for short distances; whereas, with any of the floating strokes—sidestroke, breast stroke, sculling and back

This is the first of two articles on the course for beginning swimmers outlined by John H. Newman, of Lane High School, Chicago, at the symposium conducted by the Men's Swimming Committee of the Amateur Athletic Union.

stroke—adults may learn to swim for considerable distances and for long periods of time.

Following is a sequence of progressive exercises designed to simplify the procedure of teaching swimming.

1. Immersion — breath holding. Kneel in chin-deep water, hands on the rail (gutter). Extend the arms and legs fully, inhale deeply, and immerse the head for 10 seconds.

In subsequent repetitions of the exercise, the hands may be lifted from the rail and played lightly upon it as upon the keys of a piano, to develop a consciousness of buoyancy. Similarly the feet may be lifted off the bottom while holding onto the rail.

After several repetitions the pupil may be induced to remove both hands and feet from their support and to enjoy the sensation of floating unsupported.

The use of water goggles is recommended for this exercise. In asking the new pupil to immerse his body, we take from him his five senses, so to speak; the water goggles will return his sight and will aid him in recognizing the simple fact that his body is sustained near the surface.

In cases of extreme timidity, nose clips and ear plugs (of lamb's wool and vaseline) may also be used.

The Test: Maintain the position for 10 seconds. Score 5 points.

2. Prone Gliding. Kneel in chin-deep water, 10 feet from the rail. Immerse the body fully, legs and arms extended, and push lightly off the bottom into a prone glide.

In subsequent repetitions, the exercise may be done from the standing position, one foot advanced ahead of the other. The exercise should be repeated until the pupil can glide a distance of 15 feet and sustain the position for 10 full seconds.

Where there is an inclination to roll over, the arms should be spread

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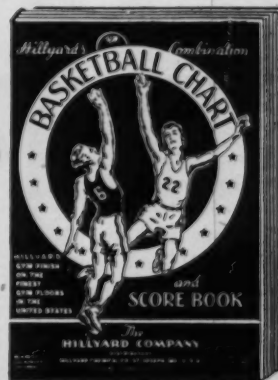
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farther apart and the arch in the back eliminated. Drill: Glide back and forth across the pool in five-second intervals, striving for greater distance and greater intervals of sustained gliding with each effort.

The Test: Glide 15 feet and (or) a 10-second period. Score, 5 points. Cumulative Score, 10 points.

3. The Kick Glide. Assume the position described in exercise 2 and walk the feet upward and backward toward the surface for 10 seconds.

Preliminary exercises. (a) Land drill. Arms extended upward, walk backward (upstairs), lifting the feet 12 inches by bending the knee with each step. (b) Repeat in shallow water. Progress forward with this kick is of no moment. Emphasis must be placed upon reaching the surface with each kick to overcome the inclination of the legs to drop to the bottom. This is not a crawl kick but a dog paddle kick. Much drill will be needed to perfect it. Practice it holding on to the rail one minute.

The Test: In the 2 position (prone glide), kick in dog-paddle fashion for 10 seconds. Score, 5 points. Cumulative Score, 15 points.

4. The Dog-paddle. To exercise 3, add the dog-paddle stroke and raise the head clearly above the surface.

Preliminary exercises will be needed. A land drill consisting of the elementary stroke alone and then the stroke and kick in the ratio of one to one, face upraised, will help develop the tempo. Emphasis should be placed upon the idea that the water is pushed downward (to raise the head) and then backward (to progress forward).

The right leg kick and the right arm stroke are done together, alternating with the left stroke and kick at the rate of one cycle of arms and legs every second.

Drill: This stroke is of the utmost importance. It is the pupil's first adventure at swimming. It is the foundation of the fine crawl stroke which is to follow. A drill covering 400 feet of distance in each lesson is recommended with frequent rest intervals.

The pupil's inclination will be to race. The tempo must be slowed down constantly and an effort made to carry the stroke through to the diaphragm. A dog-paddle drill, using the swim tube if necessary, should be included in succeeding lessons.

The Test: Dog-paddle 40 feet. Score, 10 points. Cumulative Score, 25 points.

Elementary Crawl (The Overhand Stroke). Returning to the dog-paddle, recover the arms above the

surface by turning the head from side to side toward the recovering stroke.

A land drill in which the arms are advanced alternately forward in the rhythm of the elementary kick is recommended. The drill may be repeated in shallow water. Emphasize the necessity of stressing the kick in the tempo of the stroke: right stroke, right kick; left stroke, left kick.

In this exercise the body should roll heavily from side to side and the head should snap through the center position quickly. Thus the weight of the body is brought above the stroke; the head is turned fully away from the inevitable splash and the tempo of the stroke is slowed down. The arms are more easily recovered above the surface, being literally rolled out of the water.

As the stroke develops and the strength and experience of the pupil increases, the roll may be lessened but the head must be snapped from side to side until the crawl kick and breathing exercise has been developed.

Drill: Swim 400 feet alternating between dog-paddle and elementary crawl. Use the swimming tube in this drill.

The Test: Swim 40 feet with the elementary crawl (water chin deep). Score, 10 points. Cumulative Score, 35 points.

6. Floating in shallow water: Return to the exercise-2 position, kneeling in chin-deep water; lower the head backward until only the rim of the face is above water; stretch the arms sideward and slightly upward; extend the legs fully and press the hips toward the surface, feet on the floor of the pool. Now bend the knees (not the hips) and bring the weight of the feet more nearly under the inflated chest cavity. (See Fig. 4, p. 24. A.R.C. Manual.)

The swim tube will be a great help in assuming the correct position. Most pupils (all children) will float readily. In rare individuals it will be necessary to exercise a slight stroke to maintain this position. Drill with the swim tube; then without it.

The Test: Maintain the position for 10 seconds, lungs inflated deeply. Score, 5 points. Cumulative Score, 40 points.

7. Sculling: From the 6 position, floating in shallow water, arch the arms downward toward the hips and press the water downward and backward (downward toward the bottom to elevate the hips, backward to produce a forward motion), with a repetitious stroke of the hand and forearm only.

The hands must remain within 12 inches of the hips throughout the stroke. The head must be tilted slightly forward (ears above the water) to teeter the feet toward the surface on the fulcrum of the inflated chest cavity.

Common faults include a tendency to "sit," to bend at the hips; to allow the trunk to react to the effort of the stroke; and to emphasize the downward push rather than the forward push. This latter tendency may be overcome by teaching the pupil to raise and lower the shoulders and to use the whole arm's length in the push.

The drill on "sculling" should become an integral part of the daily drill and should alternate with the dog-paddle and the elementary crawl as part of the lesson's 400 foot swim.

The Test: Scull 30 feet in shallow water. Score, 5 points. Cumulative Score, 45 points.

Elementary Backstroke: Introduce into exercise 7 a short inverted breaststroke kick and lengthen the sculling stroke to two feet from the hips.

A separate drill on the kick will be necessary, preferably in the swimming tube, to eliminate a strong tendency to react in the trunk. The legs are bent, spread and snapped together; the arms are spread and snapped back to the hips. The kick and stroke are simultaneous and are followed by a glide.

Drill: The swimming tube will prove its merit in practicing this important stroke. The backstroke now takes its place with the dog-paddle, the overhand stroke, the sculling and the gliding as part of the lesson's 400 foot workout.

The Test: Swim 60 feet in shallow water with the elementary backstroke. Score, 5 points. Cumulative Score, 50 points.

We have now taken the pupil through the elementary stages of learning to swim. He has scored 50 points on our progress chart. To leave him at this point to his own devices would be a disservice of the highest order. He would be better off if he had learned nothing. He has learned to swim well enough to get into trouble, to show off.

It is important, therefore, that we assure a continuity of lessons.

The balance of the 100-point score, hence, remains for deep-water instruction. At 75 points he will be reasonably familiar with the element. At 90 points he will be able to overcome most difficulties in deep water.

(The second half of the course will appear in the next installment of this series.)

"Here Below"

(Continued from page 5)

The story has a significant moral: When you need a lot of touchdowns in a hurry, the single wing serves better than the T. That's what the Eagles believe, anyway. Coach Greasy Neale is no Confucius. But he's been around long enough to know his p's, q's and T's.

WHAT PRICE EQUIPMENT

ONE of the sadder aspects of the past football season was the rise in fatalities. Even one fatality is too many. But where increasing numbers of participants engage in an activity, injury incidence is bound to rise.

It is also a certainty that if 500,000 boys were to spend an equal amount of time driving automobiles or doing carpentry work or plumbing, there would be as many fatal accidents.

Along with the rules makers, who have done a splendid job, you coaches may contribute tremendously to the safety of the players. Take the matter of equipment, for instance.

According to a thesis by Thomas Knight on the relationship of athletic equipment to injuries and winning percentages, a positive relationship exists between the prices paid for equipment and the injuries to the parts of the body protected by it.


The teams that pay higher prices for shoes, helmets, shoulder pads, and hip pads receive fewer injuries than those that pay less. Another thing—the teams that pay the most for equipment have better winning percentages than those that pay less.

Mr. Knight does not infer that cost-price is the only measure of value. The most expensive materials are not always the best.

The inexperienced coach should follow the advice of older men, who've been through the mill. One safeguard everyone should observe is to purchase equipment only from reliable concerns and to view cut-rate prices suspiciously.

Mr. Knight sums up his findings with these specific recommendations:

1. Pay at least the average price for equipment, particularly for shoes, shoulder pads and helmets.
2. Buy fewer articles of equipment if necessary, but get the best. They will last longer and cost less in the long run.
3. Don't sacrifice sound protective equipment for flashy game uniforms.
4. Insist on physical examinations before participation in athletics.



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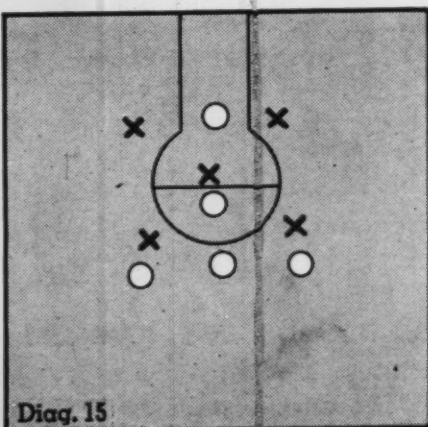
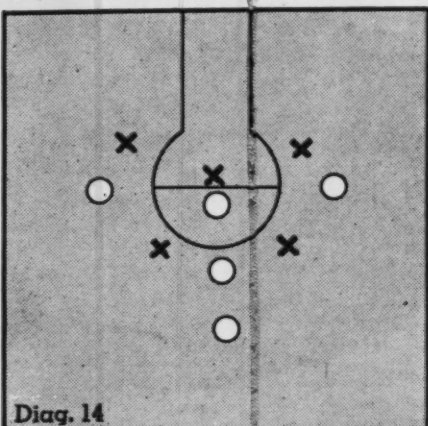
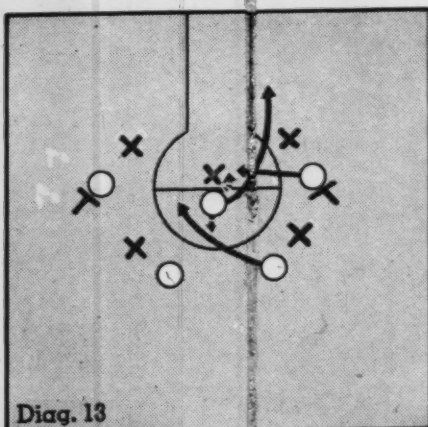
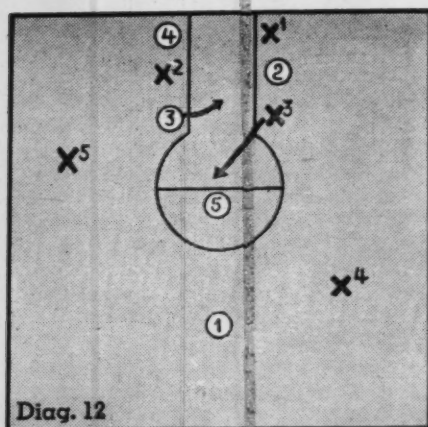
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When THE PLAY Is the Thing

(Continued from page 16)

No. 1 takes the first man down, while 5 takes the second. No. 3 steps in to cover the rebound in the middle, at the same time blocking out X3 (who usually will block out the shooter).

The positions to assume on jump balls depends on your ability to get the tap. In **Diag. 13**, we assume team O can get it. The forwards line up with their sides towards the jumper, almost facing their own basket or the men guarding them.

They take the ball off the near shoulder of the defensive jumper, effectively screening him out and at the same time leaving themselves free to pass while facing their basket. The jumper always follows in the direction of his tap.

If the defense plays like the X's in the diagram, the jumper (O) may occasionally tap the ball straight back to one of the guards cutting across behind him.

Diags. 14 and 15 show two effective ways of breaking up any quick plays on the tap-off.

Diags. 16, 17, and 18 outline the mechanics of a shifting zone from a 2-1-2. X5 should be tall enough to go back for rebounds, and agile enough to shift right and left to cover his territory. He should never go too far out so that he can't get back for rebounds.

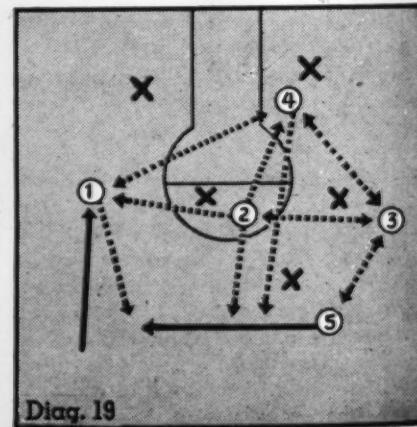
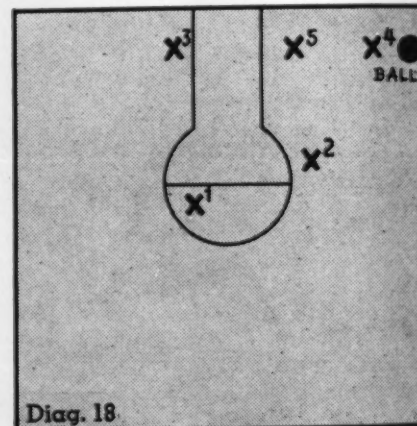
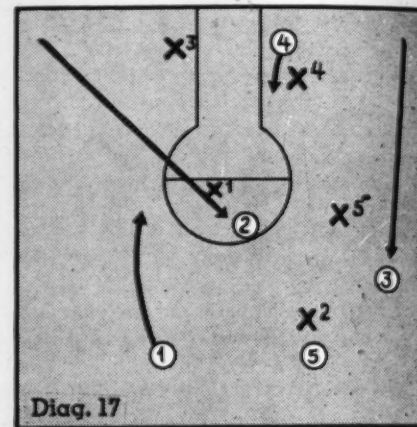
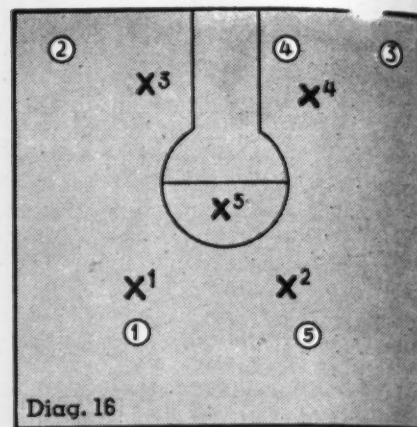
The first two diagrams (16 and 17) also show the method of penetrating the zone. No. 4 is the tallest man; 5 the best ball-handler and set shot. No. 5 dribbles up as close as he can. When he stops, 2 and 3 break for their positions.

Diag. 19 depicts the start of the offensive play when the ball goes to 3. The ball is kept moving as shown.

Diag. 20 shows what happens when 2 gets the ball in the bucket. If the ball goes back out to the other side of the floor, the men shift across as shown in **Diag. 21**.

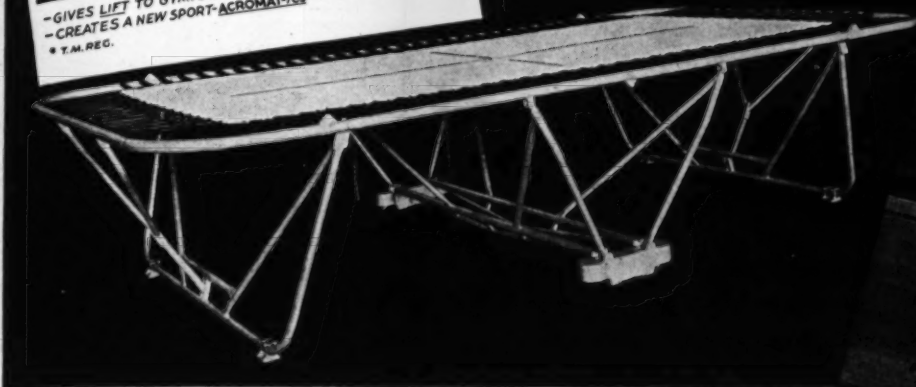
This is effective against a shifting zone (if the ball is moved fast), since the defense can seldom shift over fast enough. If the defense doesn't shift, 4 is usually clear for a shot.

Each man has a maximum of three options when he gets the ball. No. 3 may pass to 4 or 2, or back out to 5. The pass out to 5 is the one option all the players have. Since the quick pass out and shift





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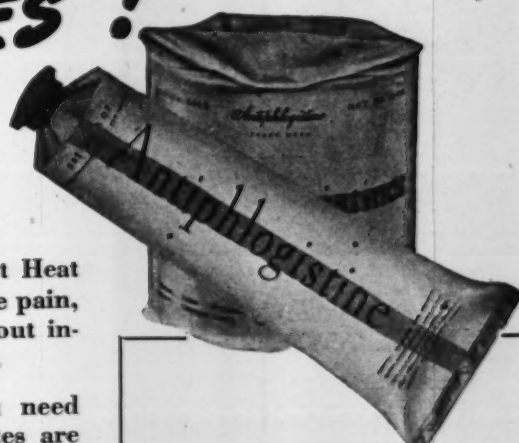
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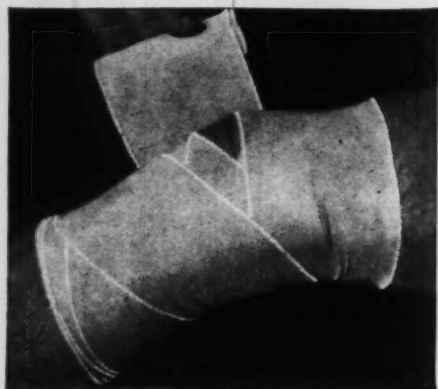
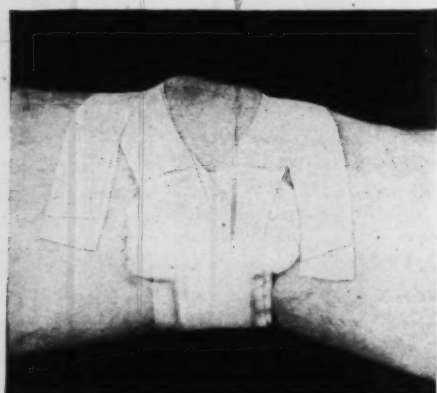
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across the floor is a major threat against the zone, this option should be continually exploited.

No. 4 may pass to 1 or 3, or shoot. No. 2 may pass to 1, 4 or 3. No. 1 may pass to 4 or 2, or shoot. The small number of options makes it possible to move the ball rapidly and to overload quickly on the shift, since every player knows what to do with the ball as soon as he gets it.

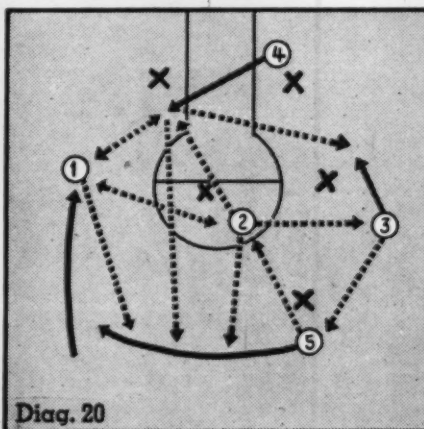
Diags. 22 and 23 illustrate a method of stalling. This is not intended to be a fixed pattern. The players are permitted to exploit their best talents, with certain cautions and rules.

I believe the players should move slowly; there is no need for speed. Passes should be kept to a minimum and, when necessary, should always be back and never across court.

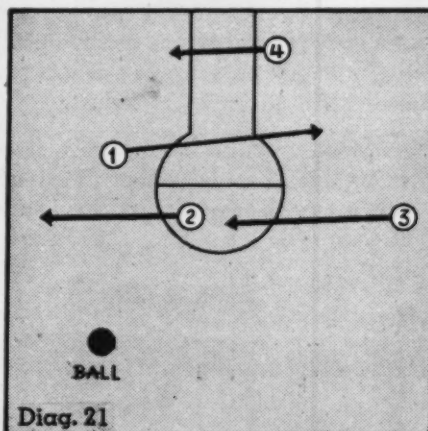
The three fastest, best ball-handlers should always be back. If they are good dribblers, so much the better. When the ball moves forward, there should be a man behind it to whom the ball may be passed to prevent held balls.

Whenever the ball is batted out of bounds, the players should know they have a total of 15 seconds to throw it in and bring it over the center line. Dribbling should be executed with the player facing away from the basket and sliding sideways.

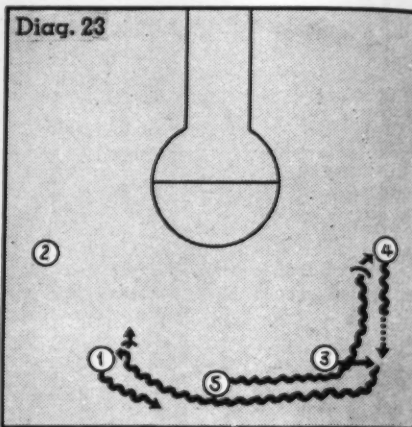
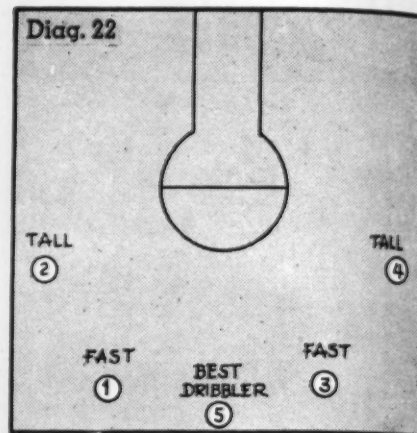
The dribble should be low at



Diag. 20



Diag. 21



arm's length. Each man should hold the ball as long as possible, going back and forth as his opponent tries to play the ball on either his right or left side, always keeping between the opponent and the ball.

No. 5 should be the best ball-handler and dribbler, and should hold on to the ball as much as possible and direct the play. By keeping the middle clear, this system offers a constant threat, especially where two opponents gang up on the dribbler.

The free man immediately cuts down the middle, calling for the ball and thus giving the dribbler a chance to get rid of it before a held ball can be called.

Nos. 3 and 1 must move in and out, back and forth, constantly advising and moving into position to help 5. They may move into screen posts, so that 5 can brush off his guard, or be prepared to take the ball if 5 elects to pick off one of their guards.

A final word about patterns, figures and set plays: They offer pitfalls, especially for beginners. The boys often become so absorbed in running the patterns, that they forget the main objectives of them. Every player should be cautioned to look for a teammate breaking for the basket, and to dribble no faster than necessary while watching the whole court in front of them.

Grid Gems

NO. 3

This concludes the summary of the technical symposium at the 23rd annual meeting of the American (College) Football Coaches Association in St. Louis last January. The first part, entitled *For Your Information*, appeared in the September issue; the second part, *Michigan State's Flying Z*, appeared in October.

QUESTION: Could we get one of the coaches to discuss a split line and why he splits the linemen? Are there any advantages to be gained by it?

Don Faurot: We split a line in the T-formation for the same reason other coaches split a line with the single wing. We like to spread the defense a little, so we don't have to move them so far.

We split our entire line 1 to 3 feet according to the defense, thereby making the defensive hole larger. This isn't anything new in our offense. We used to split a little on our single wing or short punt. We left a little space between each man, and I like it in our T.

Question: Do you find your offensive men moving in during the course of a game to get better angles?

Mr. Faurot: They can always close or widen to get better blocking angles.

Question: Will someone illustrate the ball-handling in a reverse pivot?

Howie Odell: We find the reverse pivot a little more deceptive than the other type because the ball is hidden momentarily. We are not too particular about how the quarterback places his feet, and he does vary his footwork considerably on various plays. But we are always watching for giveaways.

Most quarters pivot on the foot closest to the side on which the ball is going. If the quarter emphasizes quickness in his turn and tries to end up as parallel to the line of scrimmage as possible, the ball-carrier can adjust himself and cut down on the number of fumbles.

The quarter's knees should be flexed and his back kept bent at about the same angle that it is when he is taking the ball from the center. Against a seven-man line, we try to hit between our offensive end and tackle. This makes the ball-handling difficult, so on this play the quarterback gives the ball a short toss to the halfback coming up.

Question: What does Jimmie's offense look like?

Jim Phelan: We operate from the basic Notre Dame formation, with and without a flanker. We flank any one of the four backs, but try to



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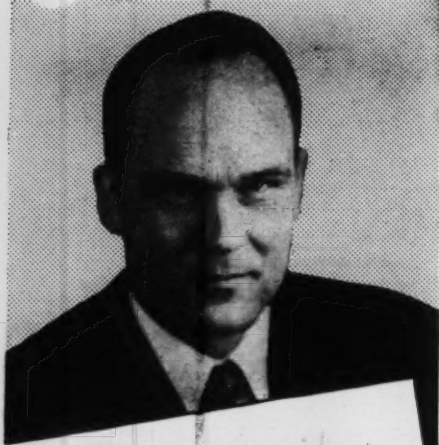
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utilize our right halfback more than any other player. The next most used flanker is the fullback.

Now, we will run some offense off this formation. We shift right and left from this formation in conventional Notre Dame style, which brings the fullback over and the tailback up. We run the conventional bucks and spins off that, and all of the passes. We shift both ways, towards the flanker and away from him, and I don't know that there is anything that you all don't use off this formation.

We try not to show that we go towards the flanker more than away from him, and we try not to let on why we put him out there. He varies his position according to his job

—decoy, blocker or receiver.

We flank him at all depths and at all widths. We start with the T, although I am not an expert on it. We run a few T plays to keep the defense a little bit honest.

The spread is not a very important part of our offense, although I believe, from the limited experience we have had with it, that with an excellent tailback who can kick, run and pass, we are going back to spreads after we get over the hysteria of the T.

We will use the T only when we have the material for it. The T already is becoming tougher to operate because the players have seen more of it and know how to defend against it automatically.

A Simplified Basketball Offense

(Continued from page 22)

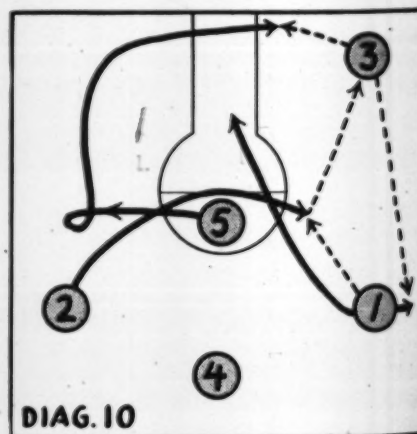
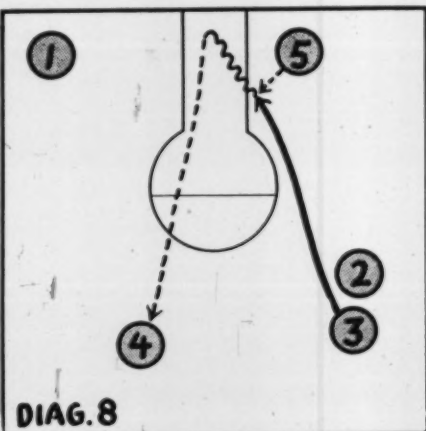
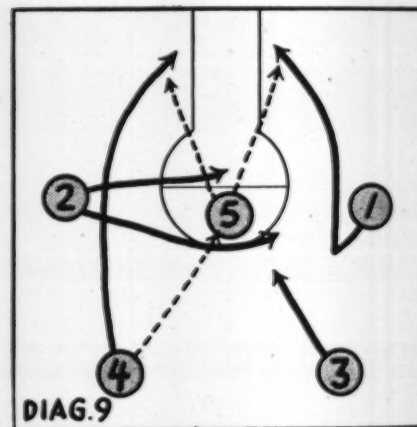
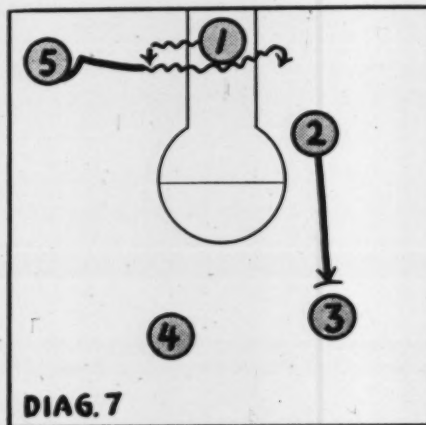
shoots, passes to 5 under the hoop, or dribbles out of the three-second area, pivots and passes to 1. No. 1 has the benefit of two screens (3 and 2).

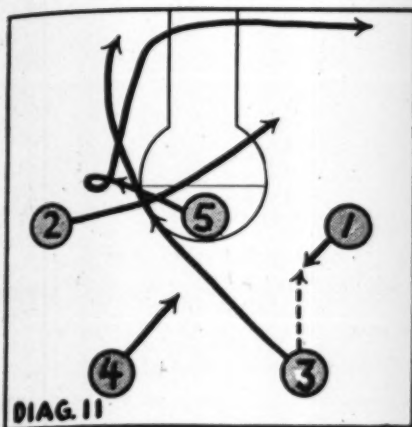
If 1 gets the pass and fails to get a shooting opportunity, he dribbles out of the lane, pivots and passes to 5 (Diag. 7). If 5 can't shoot, he dribbles past the lane and sets up a pivot for 3 (Diag. 8). No. 3 shoots or passes back to 4. The play is

then started all over again with 1, 2, 3 and 5 moving to their original positions.

If 3 or 4 cannot work the ball in to their forwards, they pass to 5 on the pivot (Diag. 9). No. 5 may fake to 1 and hook over his shoulder to 4 or 1 (after 1 cuts in).

No. 5 also has the option of passing to 2, who breaks either in front or behind the post, whichever is most propitious. No. 5 may also





drag dribble right or left, shoot or pass to 3 for a set.

In any case the set-up still finds three men around the hoop and one near the circle, with the fifth man back for long shots and defense.

Against zone defenses, the cuts remain the same but slowed down somewhat and the passes are more carefully guarded. Three men try to form triangles to overload specific zones as shown in **Diags. 10 and 11.**

In the first play, No. 3 either feeds 5 or passes back to 1. In the second play the ultimate feed is left to 1.

The fourth and fifth graders should be taught how to lay up a shot, how to pivot, drag dribble, set shoot, and throw fouls. If they are taught these skills properly, they will not have to unlearn a lot of bad habits later on.

Organized play may be started in the sixth grade, and it is here that you need a simple yet functional system of offense.

Main Game First!

(Continued from page 34)

the rules; lose respect for officials; and because the younger players do not play under optimum game conditions.

2. It is bad for officials because they psychologically let down after the first game; they sometimes physically let down after the first game; and they lose the respect of players, coaches and spectators.

3. It is bad for coaches because they cannot make their teaching stand up under the rough tactics frequently encountered; the game as now played makes them look bad as coaches.

4. It is bad for the game because, primarily, the philosophy of the game is being undermined; rules are disregarded; and spectators are gaining a wrong impression of the game.

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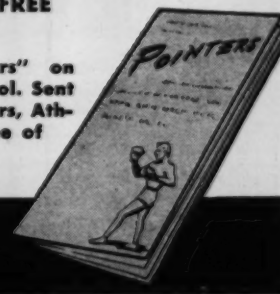
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In this particular strapping, the trainer uses one and a half inch adhesive. Before the first strip is applied, the leg is shaven with an electric or safety razor and then painted with a tincture of benzoin.

If the athlete is particularly susceptible to skin irritations, the trainer may swab the area to be taped with several applications of the tincture. The tincture contains alcohol which evaporates after being swabbed on the leg, and covers it with a coating of benzoin. The coating protects the skin from the adhesive.

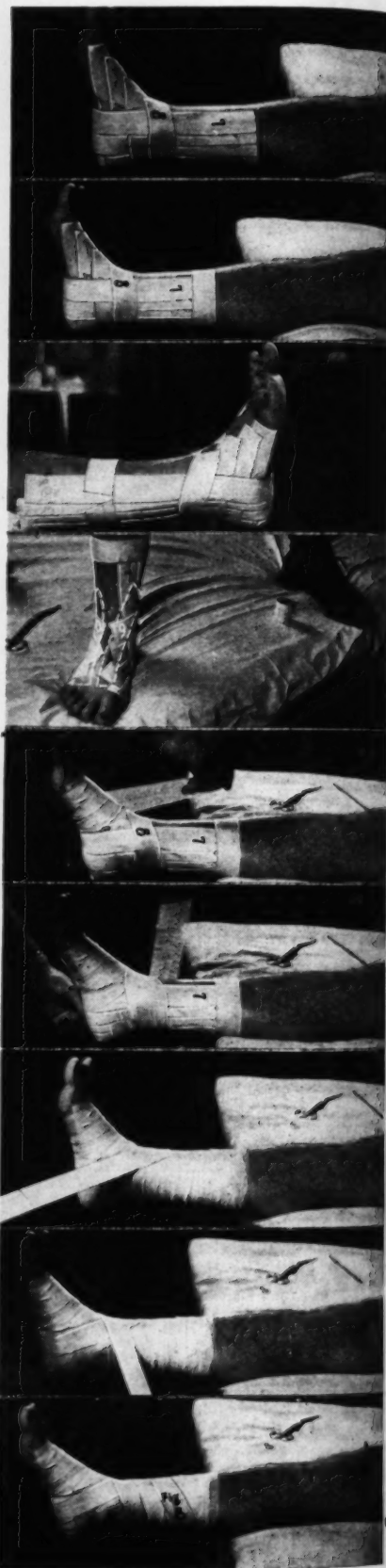
The leg is now ready for the first strip. From a point about eight inches up the inside of the leg, the tape is drawn down under the heel (second picture) and about 12 inches up the outside of the leg (third picture). The first horizontal strip is applied in the fourth picture, running from the big toe around the heel and up the other side of the foot in line with the little toe.

The third strip overlaps the first by about half its width and is applied in exactly the same fashion. In the sixth through the tenth pictures, five more strips are applied in alternations of perpendicular and horizontal layers.

In the eleventh picture, the strapping is anchored at the top with a horizontal strip of adhesive. An outside view of the brace is shown in the following picture and a front view in the next. It is interesting to note that the horizontal layers do not meet in front; if they did, they might interfere with the free circulation of the blood.

In the fourteenth and fifteenth pictures, a layer of two-inch gauze is applied over the strapping to assure the proper setting of the adhesive. The gauze is first rolled around the foot and then brought up and around the entire upper part of the strapping. As final anchorage, a strip of one and a half inch tape is drawn in figure eight fashion over the gauze wrapping.

The last three pictures show exactly how this final anchor is applied.



ONE-HAND versus TWO-HAND SHOT

by ED. ABRAMOSKI

and R. T. ROBB

Edward R. Abramowski and R. T. Robb are members of the physical education department at Erie (Pa.) Technical High School.

OF ALL the recent trends in basketball, perhaps the most significant has been the rise in popularity of the one-hand style of set shooting.

Where once the two-hand shot was standard practice, today it shares favor with the one-hand push, usually taken on the run and from an unbalanced position.

The one-hander arrived with the fast break, the 10-second rule and the elimination of the center jump, which ushered in "race-horse" basketball, and has proven itself through the years. Its popularity is still on the rise. It is a more difficult shot to stop and, in the hands of trained personnel, offers a deadly scoring weapon.

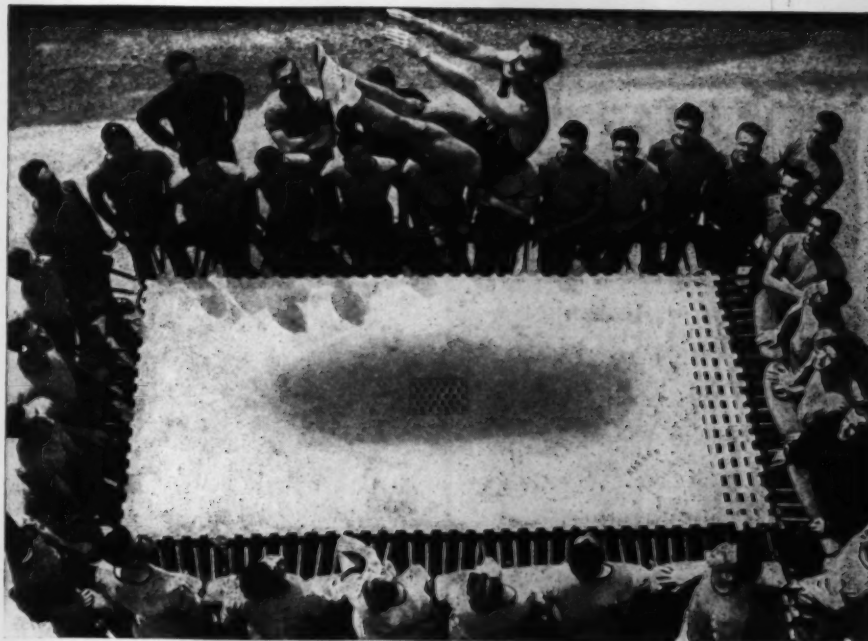
Physiologically, it is sound, too. The whole arm does the shooting, the wrist flips forward, and the fingers follow through. It is in the finger-tips that we find the nerve ends—the most sensitive part of the shooting mechanism. And it is the fingers that give the ball direction as it rolls off the tips.

Armed with this evidence, we argued that the one-hand shot could be used to improve foul shooting. To accumulate more tangible proof, we conducted an experiment at Erie among 245 boys of various grades with different degrees of basketball skill. The results are shown in the accompanying table.

Each boy was permitted to shoot ten fouls in each of the four different styles: one-hand underhand, one-hand overhand, two-hand underhand, and two-hand overhand.

The one-hand underhand shot quickly proved itself worthless because of the inverse "english" or spin of the ball when rolling off the finger-tips, causing it to bounce away from the hoop.

The one-hand overhand shot ap-



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Upper Classes	18%	24%	43%	39%
Lower Classes	9%	22%	26%	36%

peared to be more adaptable as the ball, upon leaving the finger-tips, took a reverse spin which caused it to cling to the rim.

It was further observed that boys with previous experience and a certain degree of foul-shooting skill showed a superiority over those with a lesser degree of experience.

Further observation revealed that in the lower grades, where the experience factor was more equal, the results were more encouraging. The difference in percentage between one-hand overhand shots and the traditional two-hand underhand shots was only 4%.

A new angle appeared when it

was discovered that the youngsters made 36% of their shots in the two-hand overhand style. However, when you consider that a goodly number of 9th graders have a physical index of D or even E, it is readily apparent that a number of the boys didn't have the strength to toss the ball up one-handed.

The results obtained thus far are inconclusive, since there is no manner in which the "experience factor" can be weighted. However, from the small difference in the scores achieved with the two styles of shooting, you can safely go ahead with your plans to teach the one-hand foul shot to your pupils.

Five-Man Teamwork Drills

(Continued from page 24)

and takes a pivot shot, with all men playing the rebound.

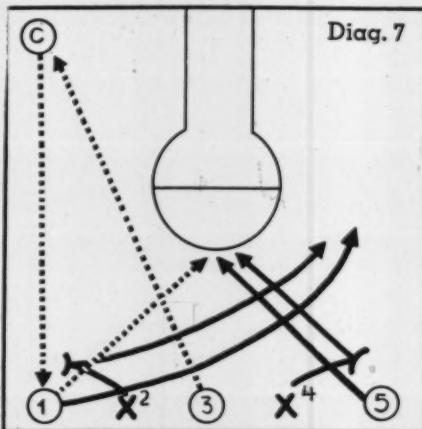
In **Diag. 5**, we have a double criss-cross past the post. The emphasis is on cutting and guarding. No. 3 passes to the coach and cuts to a post position. The coach passes to 1, who is guarded by X2. X5

over a guard and guarding a cutter. We teach the guard to wait until the man shoots, then to play the ball. No. 3 passes to the coach who relays the ball to 1, while X2 covers 1 and X4 covers 5.

No. 5 cuts diagonally for a pass from 1. No. 5 shoots and 1 cuts in for the rebound. No. 3 holds for a pass-out and set shot, 1 and 5 play the rebound on offense, while X2 and X4 rebound on defense.

Diag. 8 is a guarding drill on a dribble to a post and a cut by for a lay-up. No. 3 passes to the coach who relays to 1, while X2 covers 1 and X4 covers 5. No. 1 fakes and dribbles to a post position, where he passes to 5, who cuts by for a dribble and lay-up.

No. 3 holds for a pass out and set shot, 1 and 5 play the rebound on offense, X2 and X4 on defense.

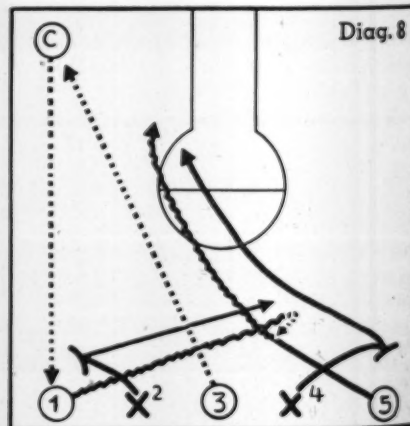


guards 4. Both 1 and 4 break around the post, with the ball being fed to the free man.

Diag. 6 furnishes practice in cutting, screening and boxing out on rebounds. No. 3 passes to the coach and cuts to a post position with X5 coming in to guard him.

X2 guards 1 while 4 screens X2 out. No. 1 whips to 3 and cuts for a return pass. No. 4 waits for a pass-out and set shot, while 1 and 3 play the rebound with X2 and X5.

Diag. 7 affords practice on passing



Personal Hygiene

(Continued from page 28)

stretching or tearing of the ligaments or tendons.

2. *Fracture*, a broken bone.
3. *Dislocation*, a displaced bone.
4. *Gigantism*, abnormal overgrowth.
5. *Dwarfism*, stunted growth.
6. *Strain*, injury to a muscle caused by overdrawing or stretching.

7. *Bruise*, injury to a muscle caused by a blow or bump that tears the muscle fibers and breaks the tiny blood vessels in the muscle.

8. *Hernia*, a tearing of the abdominal wall muscle with protrusion of the body contents through the opening.

9. *Wound*, a cut, torn, or scrapped muscle and skin.

10. *Flat feet*, a breaking down of the longitudinal arch of the foot.

11. *Paralysis*, partial or complete loss of power in a muscle.

Professional Care

1. *Physician*, a medical doctor.
2. *Physiotherapist*, a person skilled in giving treatment by light, heat and electricity.
3. *Hydrotherapist*, a person skilled in giving treatment with water.
4. *Physical educator*, a person skilled in training the big muscles of the body by means of exercise.
5. *Masseur*, a person skilled in massage treatments.

Vocabulary

In addition to the underscored words throughout the unit, the student should be given the meaning of the following words: stimuli, atrophy, anatomy, physiology, hygiene, coordination, energy, habit, locomotion, speed, endurance, flexibility, agility, strength, power, and relaxation.

Suggested Activities

Student activities in this unit are innumerable. A few of the more important might include:

1. Have a student committee report on the numerous physical fitness and motor ability tests available for the high school boy.
2. Have a committee of students interview the professional men who are mentioned in this unit and report back on the type of work they do.
3. Have a committee report on the professional facilities available in their community for the material presented in this unit. These may be placed on a community map.
4. Have a class debate on the relative values of team games versus individual games in preparation for life activities.

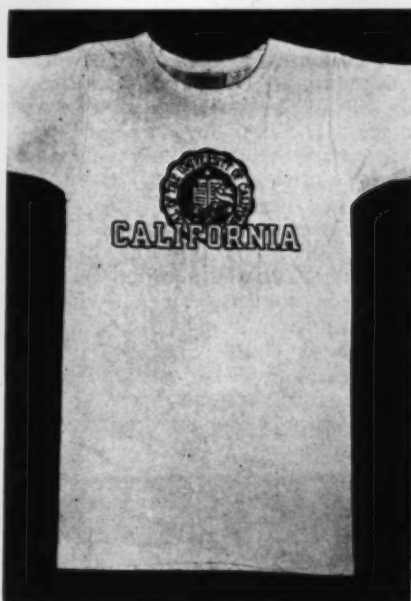


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Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Ever hear of a human touchdown? It happened during a Moscow-Pendleton high school game in Idaho. Gordon Larson, Moscow tackle, blocked a punt with his stomach. The blow knocked him out. He doubled up, clutching the ball. But just before he fell, his smart teammates grabbed him and carried him over the goal line.

A soft answer turneth away wrath—and how well our grid coaches know it. Knute Rockne, in addition to all his other talents, was a master at soft answers. Once a weak Minnesota team unexpectedly held the Irish to a tie. Stomping out of the stadium in a rage, Rock was intercepted by a stranger, who demanded:

"What's the matter with your team? It stinks."

Rock whirled on him. "Did you pay to get in?"

"Did I pay to get in?" The man fished into a pocket and brought out a great fistful of ticket stubs.

Rock looked at the stubs glumly. "You're right," he said. "We stink."

Some years back when Frankie Frisch was managing the Pirates, he "sold" outfielder Bob Elliott the idea of becoming a third baseman. "It's the softest job in baseball," he enthused to the doubtful Elliott. "You'll be able to play there for 15 more years. Fifteen more years in the big leagues if you play third. All you do is stand there."

Playing an exhibition game some time later, Frisch was hitting around the infield. A grounder struck a pebble, bounced up and popped Elliott between the eyes, blackening them and causing his nose to bleed and swell.

"Frank," muttered Elliott, "there go five of those 15 years you were telling me about."

Put Billy Haskins, star back of Binghamton (N. Y.) Central High, in your 1946 hall of fame. Against Ithaca High, he took the opening kickoff and scooted 95 yards for a t.d. In the second half he again received the opening kickoff and this time raced 90 yards for another t.d.



After the Notre Dame-Army scoreless tie, a Cadet player and an Irish player walked off the field together, joshing each other good-naturedly. "I bet you wish you had Eisenhower in there for you today," quipped the Notre Damer. "Yeah," retorted the Cadet, "and I bet you wish you had the Pope playing for you."

The Irish, incidentally, failed to unfurl their highly touted "secret weapon"—Eddie Zalejski—against the Cadets. In fact, Eddie didn't even get into the game. Zalejski is the famous Washington High School (South Bend) back who had every college scout in the land on his trail before he enrolled at Notre Dame. In three years of varsity ball at Washington, Eddie uncorked at least one 50-yard-or-more touchdown run in every game he played!

Water may be good enough as a refresher for the normal college eleven. But not for Georgetown. They scorn the water bucket. It ain't scientific enough. During time-outs at Georgetown, the trainer wheels a strange contraption onto the field. Each player seizes a mask attachment, adjusts it to his proboscis and inhales deeply.

No, they're not tackle-happy. The contraption is an oxygen tank and the players breathe in pure oxygen. It's supposed to enable 'em to recover their breaths more quickly and to relieve the strain on their hearts. Poor fellers—water, water everywhere, and

the only thing they can drink is oxygen.

Georgetown's oxygen gimmick has been called unfair and illegal by George Washington U.'s athletic director, Max Farrington. But until the machine clips someone from behind or sends a man in motion illegally, Max will have a hard time proving his case.

When Abe Attell, the ex-featherweight champion, started fighting as an amateur his mother would ask his brother: "Who's Abe fighting?" When she'd hear the name of his opponent, she'd say, "Here's \$2. Bet it on Abe."

This became a ritual before all of Attell's fights. When he was world's champ, Attell told Tad Dorgan and other sports cartoonists about this. They went home with him on the eve of a featherweight championship fight, and heard Mrs. Attell ask: "Who's Abe fighting?"

"Jim Jeffries," said Tad. "Here's \$2," said Mrs. Attell. "Bet it on Abe."

At last—a football story we've never heard before—and a corker, to boot. Ray Eliot, the Illinois coach, is the proud author. It seems two of his backs, Eddie Bray and Ray McGovern, were hospitalized at the same time. They read until their eyes ached. There wasn't anything on the radio except soap operas. They were bored. Finally they decided to play some poker. But the nurse told them no playing cards were available.



"What's in that little cabinet over there?" Bray asked.

"Cards," the nurse replied. "Just plain filing cards we use to keep tab on our patients."

"Let's have 52 of them," McGovern insisted. "We'll use them."

So they started their game. Finally Bray made a big bet. McGovern raised. Bray reraised. McGovern bet back at him and they kept that up until they had a big pile of money in front of them, when McGovern called. "What you got?"

Bray spread out his cards and reached for the money as he said, "A full house—three appendectomies and two hernias."

"What a minute," said McGovern. "I've got that beat. I've got five enemas."

Lt. Bob Farrell claims he refereed the shortest football game on record. Bob was whistle tooter at a night game between Burlington and Hillsboro high schools of North Carolina. Burlington took the kickoff and ran it back to its own 25. Then time was called while Farrell explained a technical ruling. Before the teams could get underway again, the lights blew out and the game had to be called.

Jack McDonald told this one in the San Francisco *Call-Bulletin*. A horse player named Joe was in the depths of a long losing streak—just couldn't get a horse in the money. One day after taking a beating on every horse he bet, he disappeared. His pals reported his absence to the police, but nothing happened.

Finally the boys went to the morgue. The sheet was lifted from the first corpse. "Nope, not our pal," they told the attendant.

"Nope," they said when the second sheet was lifted. Came the third sheet. Again—"Nope." The attendant lifted the fourth sheet.

"It's poor Joe, sure enough," exclaimed a pal. And then, sadly: "Out of the money, as usual."

When **Bob Millsaps**, now a high school teacher in Chattanooga, Tenn., was going to college, he wrote his folks that he had been promoted to the varsity football squad. So they came to see him play.

The game started—with Bob on the bench. And that's where he sat until only seconds were left to play. Then came the word, "All right, Bob, get out there on the field." Bob jumped up eagerly—too eagerly. He fell flat on his face, just as the timer's gun went off ending the game.

"Ooooh," cried Bob's mother, "they've shot him!"

You certainly can call Oklahoma A. & M. the "college of champions." The Aggies have won two straight national basketball championships and 14 out of the last 16 national wrestling crowns. What's more, the 1945 Aggie grid team didn't drop a game.

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RIFLERY'S PLACE in the School Program

by TOM KIZER

INSTRUCTION in riflery should be part of every high school activity program. The sport offers much value and pleasure to teenage youth, who will learn a lot about poise and self-control, if nothing else.

The love of riflery is inherent to our youth. The history of the United States is also the history of the development of rifled arms and the men who used them.

HOME ON THE GRANGE

Boys and girls living on farms, where the rifle is a common piece of equipment, can usually get all the shooting they need to keep them happy. There are always plenty of pests and small game to keep them supplied with targets.

Such youngsters usually receive their instruction from fathers or older brothers and can practice their skill without danger to neighbors or live stock.

Cities and suburban areas are not as fortunate. In such built-up localities, hunting with a rifle is, or should be, prohibited. Here all shooting must be done at targets on properly constructed and supervised ranges.

Schools in towns and cities should conduct junior rifle clubs under faculty supervision and instruction. It is a common mistake to assume that shooting skill comes naturally and that America is a "Nation of Riflemen"; that "practice makes perfect" and, if given a rifle the boy will, by practice alone, perfect himself in the proper use of it.

Nothing could be more wrong. Riflemen are not born; they are made; and practice makes perfect only when coupled with intelligent instruction.

True, there are many senior rifle clubs throughout the country who sponsor and maintain a junior division, and lots of riflemen fathers who find pleasure in teaching their sons and daughters.

Without taking any credit away from these clubs and individuals, I still think riflery has its place in high school affairs. It should be conducted under faculty supervision and be a definite part of the extra-curricular program.

In high school the discipline

Tom Kizer of Lynbrook, N. Y., is one of those wonderful old-time shooters who can't do enough for high school youngsters. He is now generalissimo of the Nassau County Interscholastic Riflery League, a post he fills with remarkable diligence and with no remuneration.

necessary in a well-run club can be easily enforced; the instruction may be undertaken by a person trained in handling youths of that age, and, with a faculty member as supervisor, the club program can be made to fit in with the general school activities.

The instructor need not necessarily be a member of the faculty; often there is none qualified to instruct and some non-faculty man must be called upon. In such cases, I insist, there should be a faculty supervisor.

ORGANIZE YOUR CLUB

The rifle group should be an organized club. I like the type of club chartered by the National Rifle Association of America—the parent body of most rifle clubs, whose rules regulate all competitions. Being in an affiliated junior club gives the boys the feeling of playing the game in big league style.

When enough good marksmen have been developed to make up a team they can seek competition and satisfy that human urge to test one's skill against that of others. Let the team be an off-shoot of the club, which should be regularly organized under by-laws with officers elected by the students and with veto power being vested in the instructor.

Safety is, of course, the prime motive for a high school rifle club. If nothing else is impressed on the young minds, a lot will have been accomplished.

Safety cannot be too strongly stressed. The instructor will be rewarded for his efforts by the manly pride his boys take in their knowledge and their ability to conduct themselves like veteran riflemen once they have been taught.

Parents should be impressed with the fact that training is the best insurance against accidents. Prohibit a boy from using a gun and he will shoot on the sly—as long as a weapon is available. Teach him how

(Concluded on page 56)

A Bull's-Eye

for Your Intramural Programs

NATIONAL SCHOLASTIC RIFLE TOURNAMENTS



HERE'S a sure-fire hit for your rifle program—an intramural tournament run by you wholly within your school. There is no obligation—no red tape. All you do is fill out the coupon. We send the awards (one for each quarter-finalist, plus a special award for the winner!), drawcharts and other helpful materials.



IF your school has no rifle program, Scholastic Coach will help you start one. We will send you all the necessary materials on facilities, club organization, instruction and anything else you desire. (See coupon below.) We will also try to arrange to have a special field representative of the N.R.A. call on you for a discussion of your specific problems.

If the number of students qualifying for your tournament is so large that you wish to run your tournament in sections, indicate this in the coupon and we will send awards for the winner of each section.

APPROVED BY THE NATIONAL RIFLE ASSN.



This is the award for boy and girl winners of your tournaments. It is a brassard 3 1/8 inches in diameter whose design and lettering are embroidered in silk on a heavy felt base. The colors are red, gold, and dark blue.

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I am a qualified instructor ☐. I wish to become a qualified instructor. Please send me the training course outline and study manual ☐. I would appreciate help from the National Rifle Association

in finding a properly qualified instructor in my community ☐

Send complete information on how to start a rifle program ☐

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GRAPHIC BASKETBALL SCOREBOOK (No. 1 and No. 2). Park Ridge, Ill.: The Graphic Score Book Co. See review for prices.

COACHES shopping around for a basketball scorebook will find everything they're looking for in the Graphic manual.

Everything connected with the scoring of the game may be recorded in this book. The areas covered include: players' names (21), number of times in and out, personal fouls, time-outs, running score, and summary.

Sections are also provided for recording complete scoring records of each player during the season, for a summary of all games played, and a round-robin scoring page for recording games won and lost by each team in league play.

The scorebook comes in two sizes: No. 1 (9¼ in. by 12 in.), 80 pages, 39 games, selling for \$1.25; and No. 2 (6 in. by 9¼ in.), 64 pages, 29 games, selling for 75¢.

AMOS ALONZO STAGG. By Francis J. Powers. (Including *Favorite Plays of Famous Coaches*, *Greatest Grid Thrills by Outstanding Sportswriters*, and *Official 1946 National Pro Football League Rules*.) Pp. 253. Illustrated—diagrams and photographs. St. Louis: C. C. Spink & Son. 50¢.

HERE'S a wonderfully fat little book (rules-book size) that every football fan and coach will "eat up." It's a real four-way bargain.

First you get an interesting 50-page biography of the grand old man of football, Amos Alonzo Stagg, written by Francis Powers, one of the nation's crack sports scribes.

Next, you get a diagram and explanation of the favorite play of 60 famous coaches, written by the coach himself. Each play covers a page, and every coach who is anybody is represented.

Third, is a 56-page section on the greatest grid thrills recalled by 37 top sportswriters.

Finally, you get the complete rules code of the National Pro League.

All of it is interesting and highly informative. What more can you ask for a half buck?

(See ad on page 33.)

THE ROAD TO WIMBLEDON. By Alice Marble. Pp. 167. Illustrated—photographs. New York: Charles Scribner's Sons. \$2.75.

YOU don't have to be a tennis fan to get a bang out of this interesting autobiography. One of the greatest woman tennis players of all time, Alice Marble came up the hard way. This is her own story of her per-

severing and uphill struggle. It begins with her childhood in California. At the age of 8, she was playing baseball with her brothers. At 13, she was good enough to practice with the Sacramento Seals. At 16, she started playing tennis.

The rest is tennis history. It is a very personal history, as Alice tells it here, devoid of tennis technicalities and stuffy descriptions of matches.

SCHOOL AND COLLEGE ATHLETIC SCHEDULE BOOK. Prepared and published by Wesley Lauritsen (Faribault, Minn.). Pp. 72. \$1.

SCHOOL and college men charged with the preparation of athletic schedules will find this book a real help in keeping track of all pertinent data.

An 11 by 8½ inch soft-covered book, it fits into any standard filing cabinet and furnishes a permanent record of all athletic contests.

The first section of the book, entitled "Schools We Play," provides space for listing the names of all opponents and the school official in charge of their athletic correspondence.

The rest of the book is made up of schedule forms. Each form (page) contains areas for listing the date, name of opponent, place of game, time, contract (sent and filed), officials and transportation, and final score.

On back of each page, a blank area is reserved for general notes. In addition to its primary function, the book may also serve as an intramural record book.

(See ad on page 51.)

THE COMPLETE SKI MANUAL. By Eddie Huber and Norman Rogers. Pp. 137. Illustrated—photographs and diagrams. New York: Prentice-Hall, Inc. \$3.

IN this neatly organized, simply written, practical text, two famous ski authorities break down the sport and tell you exactly how to teach it. Using 99 sharp photos and 26 sketches, they show the exact progression of every technique and illustrate the basic equipment.

Simple, terse instructions show you how to adjust the skis, how to hold the poles, how to execute the first gliding step, the kick turn, the uphill climb, the herringbone, even the sitzmark. Also explained are downhill running, stemming, the various turns, and slalom and jumping technique.

Helpful advice is also given on the selection and care of equipment, first aid and how to plan and make a cross-country tour.

Badminton Essentials

(Continued from page 20)

and that generally is not so good. Double tactics and partnership formations are built around these simple fundamental principles of offense and defense.

When hitting up, or defending, the partners play side by side and defend their half of the court from net to base-line. While in this undesirable position, every effort should be made to break up the attack by forcing the opponents to hit up.

The side that is hitting down is on offense and should exert every effort to hold that advantage until the rally is won. In attack formation, one player is back. He stays there as long as his side remains the aggressor.

He should hit down sharply—smash. When hit from deep court, this shot is not generally a winner, but if well played will eventually force a short high return which the partner covering the fore-court can put away for a winner.

If the opponents, through superior playing, force either opponent to hit upward, the side immediately assumes a side-by-side defensive formation. The opponents then take up the front-and-back attacking formation.

PLUG THE OPENINGS

The partners should maneuver about the court always with the idea of plugging any opening left by the partner who has been moved by the opponents. The players move forward, backward or rotate.

They should visualize a large compass needle on the floor with a partner at each end. As one swings up, the other swings back. Both should always be aware of being either on offense or defense, and should determine their tactics accordingly.

Doubles is an extremely hard-hitting game because it consists primarily of attacking and by sheer force and speed downing the opponents.

Singles is quite different. It is largely defensive. It is dangerous to force an opponent until he has been pulled out of position. This results in long rallies and lots of running. Less variety of shots is needed, but a player must be able to play them all well—he has no partner to help cover a weakness.

Mixed doubles, when well played by both partners, calls for better

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